

U.S. Department of Education  
Washington, D.C. 20202-5335

## APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award #      P015A140057      P015B140057

Univ of Chicago



UNIVERSITY RESEARCH ADMINISTRATION

6030 S ELLIS AVE, ROOM 114 (ED-114)  
CHICAGO, ILLINOIS 60637

SANDRA SANTIZO  
*Grants and Contracts Manager*

June 19, 2014

U.S. Department of Education  
Application Control Center  
Attention: (CFDA Numbers 84.015A and 84.015B)  
LBJ Basement Level 1  
400 Maryland Avenue, SW  
Washington, DC 20202-4260

The enclosed proposal is being submitted by The University of Chicago, on behalf of the Principal Investigator in response to the National Resource Centers (NRC) Program and Foreign Language and Area Studies Fellowships (FLAS) Program. Information regarding the submission is listed below:

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TITLE OF PROJECT:	Center for East European and Russian/Eurasian Studies NRC and FLAS Program, 2014-2018
PRINCIPAL INVESTIGATOR:	Victor Friedman
DEPARTMENT/UNIT:	Center for East European and Russian/Eurasian Studies
UNIV. FUNDING PROPOSAL ID:	FP058534-01-PR (NRC) and FP058535-01-PR (FLAS)

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To assist with processing, please cite the University's Funding Proposal ID as well as your reference number when submitting any correspondence regarding this project.

Should you need further information, please do not hesitate to contact me.

Sincerely,



Sandra Santizo

Enclosures

cc: Victor Friedman  
Dean Clason

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# Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

## State Use Only:

6. Date Received by State:

7. State Application Identifier:

## 8. APPLICANT INFORMATION:

\* a. Legal Name: The University of Chicago

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

36-2177139

\* c. Organizational DUNS:

0054211360000

## d. Address:

\* Street1:

5801 S. Ellis Avenue

Street2:

\* City:

Chicago

County/Parish:

Cook

\* State:

IL: Illinois

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

60637-5418

## e. Organizational Unit:

Department Name:

Division Name:

## f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

\* First Name:

Sandra

Middle Name:

\* Last Name:

Santizo

Suffix:

Title:

Grants and Contracts Manager

Organizational Affiliation:

The University of Chicago

\* Telephone Number:

773-795-8012

Fax Number:

773-702-2142

\* Email:

ssantizo@uchicago.edu



## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

☒ Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

CFDA 84.015A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

### \* 12. Funding Opportunity Number:

ED-GRANTS -053014-001 & -053014-002

\* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

### 13. Competition Identification Number:

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

The Center for East European and Russian/Eurasian Studies National Resource Center

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachment

View Attachment

# Application for Federal Assistance SF-424

## 16. Congressional Districts Of:

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

## 17. Proposed Project:

\* a. Start Date:

\* b. End Date:

## 18. Estimated Funding (\$):

* a. Federal	<input type="text" value="620,178.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="620,178.00"/>

## \* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

## \* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

## Authorized Representative:

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

*Sandra Santizo*  
Sandra Santizo  
Grants and Contracts Manager  
Acting on behalf of Carol Zuiches

**U.S. Department of Education  
Supplemental Information for the SF-424**

**1. Project Director:**

Prefix:  \* First Name:  Middle Name:  \* Last Name:  Suffix:

Address:

\* Street1:   
Street2:   
\* City:   
County:

\* State:  \* Zip Code:  Country:

\* Phone Number (give area code):  Fax Number (give area code):

\* Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008  
Expiration Date: 06/19/2014

Name of Institution/Organization  
University of Chicago

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	117,971	120,660	123,416	126,242		488,289
2. Fringe Benefits	28,990	29,703	30,436	31,189		120,318
3. Travel	4,500	4,500	4,500	4,500		18,000
4. Equipment						
5. Supplies	16,500	16,500	16,500	16,500		66,000
6. Contractual						
7. Construction						
8. Other	66,000	66,000	67,300	66,000		265,300
9. Total Direct Costs (lines 1-8)	233,961	237,363	242,152	244,431		957,907
10. Indirect Costs*	18,717	18,989	19,372	19,554		76,632
11. Training Stipends	367,500	367,500	367,500	367,500		1,470,000
12. Total Costs (lines 9-11)	620,178	623,852	629,024	631,485		2,504,539

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED ☒ Other (please specify): DHHS The Indirect Cost Rate is 58 %

- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503


**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL		TITLE	
 <p><b>Sandra Santizo</b> Grants and Contracts Manager Acting on behalf of Carol Zwickles</p>		Associate VP for Research Administration	
APPLICANT ORGANIZATION		DATE SUBMITTED	
The University of Chicago		6/19/14	



## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION		
The University of Chicago		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Ms.	* First Name: Carol	Middle Name:
* Last Name: Zuiches	Suffix:	
* Title: Associate VP for Research Administration		
* SIGNATURE: 	* DATE: 6/19/14	
Sandra Santizo Grants and Contracts Manager Acting on behalf of Carol Zuiches		

### Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

In 1967 the University of Chicago reaffirmed its commitment to diversity in its Calvin Report in the following words: "A university, if it is to be true to its faith in intellectual inquiry, must embrace, be hospitable to, and encourage the widest diversity of views." CEERES takes this commitment seriously. Our funded activities represent broad ranges of perspectives on national and international issues, and, equally important, our audiences are also highly diverse. 92% of Chicago Public Schools' students are from minority backgrounds and CEERES has increased involvement with this audience through our funded activities. Our collaborative programming with the City Colleges of Chicago has the potential to impact 120,000 students each year, 84% of whom represent a minority population. CEERES can thus be said not merely to reflect diverse perspectives but to bring new perspectives to diversity. Another example of CEERES' ability to generate debate on world regions and international affairs, and also maintain diversity of perspectives, is to be seen in the Seventh Triennial Macedonian-North American Conference on Macedonian Studies, which was supported in part by CEERES. Despite the fact that the United States government has recognized the Republic of Macedonia under its constitutional name, the Modern Greek Studies Association – a US academic organization that receives some of its funding from the Greek government – circulated a demand that the conference be cancelled. While deploring such an undemocratic attitude, we nonetheless invited a member of that organization to speak on Greek-Macedonian relations at the conference. In so doing we both accommodated diverse perspectives and served as an example of maintaining freedom of inquiry and civility. Chicago is home to eight consulates of countries in the CEERES region as well as diaspora populations from those countries and many others. We maintain vibrant and cordial relations with all of them despite their many political and social differences, and we are inclusive of them in our programming. In our academic programming, rather than rehearse scholarship from previous decades, CEERES conferences and workshops reflect the fact that it is important to question assumptions (and the scholarship based on them) in order to highlight new perspectives and stimulate lively debate. Toward this objective, our programs accommodate both informal discussions and formal sets of presentations. The topics and those invited to address them are intended to prompt new thinking and promote vibrant exchange rather than shore up established positions or consolidate accepted views.



Bringing together younger and senior scholars, as well as practitioners from Europe and the United States, CEERES affords a breadth of viewpoints and an exchange of perspectives that can lead to genuinely new knowledge. If CEERES is funded in this next round, it will continue to build on past successes and seek new means of strengthening our already strong record in diverse perspectives.

**2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.**

CEERES' primary means of meeting national needs in government service is by training the educators who will train the civil servants of the future, although some of our graduates go directly into careers in government, and there are resources on campus oriented precisely toward careers in government service. The same holds true for business and non-profit sectors. With regard to the specific areas of national need, CEERES supports 23 of the languages identified by USED through funding their teaching and/or study (including administering FLAS grants), the University supports their teaching and/or CEERES faculty, affiliates, and/or students use them in their research, teaching, and/or publishing. The languages are: Albanian, Armenian, Azeri, Belarusian, Bosnian, Bulgarian, Croatian, Georgian, Kazakh, Kirghiz, Kurdish, Mongolian, Persian, Polish, Romanian, Russian, Serbian, Tajik, Turkish, Turkmen, Ukrainian, Uighur and Uzbek. CEERES also supports education in two areas of national need: Russia/East Europe and Central Asia. The University teaches 6 levels of Russian, which the U.S. Department of Agriculture designates as the 6<sup>th</sup> most vital language to our country's future. We embrace their belief that "...the need to support the study of foreign languages and cultures of other countries to further expand trade beyond U.S. borders is strongly encouraged by the Department." The Department of Defense "strongly supports the national effort to create a cadre of U.S. citizens with advanced, professional-level skills in languages and cultures that are critical to our national security." Of the languages in which they hope to develop more capability are four supported by CEERES: Azerbaijani, Farsi, Russian and Turkish. DoD also recommends the development of more language and regional study programs for Central Asia, an area in which the University has grown in recent years. CEERES focuses on three of the languages which have been identified by the U.S. Dept. of Health and Human Services for priority consideration: Farsi, Russian and Turkish. The FBI (U.S. Department of Justice) recommends a national need for expertise in 6 CEERES languages: Armenian, Farsi, Russian, Turkish, Ukrainian and Uzbek. We also have faculty who are experts on the Caucasus Region, one of the areas identified as a national need. CEERES supports 10 of the languages deemed as having critical need by the U.S. Department of State (Azerbaijani, Farsi, Kazakh, Kyrgyz, Kurdish, Russian, Tajik, Turkish, Turkmen, and Uzbek) and Afghanistan is in our purview as a country that will further the U.S. international transportation interest, according to the U.S. Department of Transportation. It should be mentioned that CEERES works extensively with two CPS high schools at which two years of Russian instruction is mandatory for all students. In short, all of the federal agencies making recommendations listed at least one of our languages/countries/regions as critical to national needs. CEERES is a hub for training many of our nation's experts in our region's languages and

The University of Chicago CEERES NRC and FLAS Proposal, 2014-17  
Victor A. Friedman, Director and PI

cultures. Being "the teacher of teachers" means that we have the multiplier effect: even though many of our alumni are not employed directly by the federal government, they are the teachers and mentors and consultants for the experts within our government.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: The University of Chicago Center for East European and Russian/Eurasian Studies

Name of Authorized Representative (Printed): Ms. Carol Zuiches

Title: Associate VP of Research Administration

Telephone: (773) 702-8604

Signature:



E-mail: [io-ura@lists.uchicago.edu](mailto:io-ura@lists.uchicago.edu)

Date:

6/19/14

**Sandra Santizo**  
Grants and Contracts Manager  
Acting on behalf of Carol Zuiches

**Addendum**  
**Information on Section 427 of GEPA**

**I. Equal Employment Opportunity and Affirmative Action**

This statement is available on-line at:

<http://humanresources.uchicago.edu/fpg/policies/200/p201.shtml>.

**The University of Chicago Personnel Policy Guidelines**

Subject: **Equal Employment Opportunity (EEO)**

Section: **U201**

Date: **June 27, 2013**

Prior Version Date(s): **February 8, 2011; July 1, 2002; October 31, 1995; October 10, 1985**

**Purpose:** To express the University's continuing practice of nondiscrimination in employment.

**Policy:** The University of Chicago provides equal employment opportunities to all employees, applicants, and job seekers. No person shall be discriminated against in employment or harassed because of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, genetic information, marital status, parental status, ancestry, source of income, or other classes protected by law. This policy includes the commitment to maintaining a work environment free from unlawful harassment.

An employee who, in good faith, reports concerns that he/she has been discriminated against or has knowledge of discrimination in violation of this policy or cooperates in an investigation shall not be subject to reprisal or retaliation for making a report or participating in an investigation. Staff employees should immediately bring to the attention of the Office of Employee Relations or the Office of Affirmative Action any complaint or retaliation.

- Guidelines:**
1. This policy applies to all terms, conditions, and privileges of employment including: recruitment, hiring, probationary period, training and development opportunities, job assignment, supervision, promotion or transfer, compensation, benefits, layoff and recall, termination, and retirement.
  2. The Vice President & Chief Human Resources Officer (VP & CHRO) is responsible for ensuring that University policies (i.e., EEO policy among others) regarding the fair and equitable treatment of staff employees are implemented.
  3. The Affirmative Action Officer coordinates the University's compliance with and interpretation of this Policy and advises employees, supervisors, and managers about the policy as needed.
  4. Department heads, managers, and supervisors have primary responsibility for ensuring that employment decisions and the work environment are in compliance with this policy. Their own work performance will be evaluated, in part, on the basis of their efforts and results in the area of EEO.
  5. Staff employees who believe they have been discriminated against, harassed, or have knowledge of such conduct should discuss their concerns or bring any

14. The University houses an Office of Business Diversity. The Office of Business Diversity works to create opportunities for minority- and women-owned businesses within professional services, construction, goods and other services. The Office's professional services symposium provides an opportunity for senior leaders at the University to network and build sustainable relationships with minority- and women-owned firms. This forum has resulted in groundbreaking and innovative relationships for the University. The University of Chicago recently hired two African American owned money management firms to invest a portion of our endowment funds. In addition to creating contract opportunities with minority- and women-owned businesses, the Office of Business Diversity also provides free workshops to our local south side of Chicago business owners. Through a collaborative undertaking with the University Law School Institute for Justice Clinic on Entrepreneurship, our distinguished professors, students, and alumni have facilitated several workshops about issues pertaining to marketing and financing, that typically draw an average of 40 local business owners. More information is available at: <http://businessdiversity.uchicago.edu/>
15. As one indication of the University of Chicago's partnership with the community to create greater economic opportunity, the University announced in March 2014 its new **UChicago Local** program. UChicago Local is a University initiative designed to support local businesses and job seekers in the neighborhoods around the University's campus. UChicago Local includes a variety of programs and tools to help connect businesses and residents to opportunities at the University and at UChicago Medicine. A complete description is available at: [http://www.uchicago.edu/community/economic\\_impact/uchicago\\_local/](http://www.uchicago.edu/community/economic_impact/uchicago_local/)

## **II. Student Policies**

### **A. Non-discrimination in Admissions**

From the University of Chicago Student Manual, [studentmanual.uchicago.edu](http://studentmanual.uchicago.edu).

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University, therefore, does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, or veteran status, and does not discriminate against members of protected classes under the law. The Affirmative Action Officer (773-702-5671) is the University official responsible for coordinating the University's adherence to this policy and the related federal, state and local laws and regulations (including Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act).

### **B. Assistance for Disabled Students**

The University has implemented an extensive Disability Accommodation Protocol to support students with disabilities. The preamble to the protocol is included below. The complete protocol is published in the University of Chicago Student Manual: [studentmanual.uchicago.edu](http://studentmanual.uchicago.edu).

To ensure the intellectual richness of research and education, the University of Chicago seeks to provide an environment conducive to learning, teaching, working, and conducting research

A person's subjective belief that behavior is offensive, intimidating or hostile does not make that behavior unlawful harassment. The behavior must be objectively unreasonable. Expression occurring in an academic, educational or research context is considered as a special case and is broadly protected by academic freedom. Such expression will not constitute unlawful harassment unless (in addition to satisfying the above definition) it is targeted at a specific person or persons, is abusive, and serves no bona fide academic purpose. Unlawful harassment includes same sex harassment and peer harassment among students, staff or faculty. Unlawful harassment by a faculty member, instructor, or teaching assistant of a student over whom he or she has authority, or by a supervisor of a subordinate, is particularly serious.

*Additional Characteristics of Sexual Harassment and Sexual Assault*

Sexual harassment deserves special mention. Sexual harassment encompasses a range of conduct, from sexual assault (a criminal act that the U.S. Department of Education defines as sexual harassment), to conduct such as unwanted touching or persistent unwelcome comments, e-mails, or pictures of an insulting or degrading sexual nature, which may constitute unlawful harassment, depending upon the specific circumstances and context in which the conduct occurs. For example, sexual advances, requests for sexual favors, or sexually-directed remarks or behavior constitute sexual harassment when:

1. submission to or rejection of such conduct is made, explicitly or implicitly, a basis for an academic or employment decision, or a term or condition of either; or
2. such conduct directed against an individual persists despite its rejection.

Romantic relationships that might be appropriate in other contexts may, within a university, create the appearance or fact of an abuse of power or of undue advantage. Moreover, even when both parties have consented at the outset to a romantic involvement, such consent does not preclude a subsequent charge of sexual harassment against the instructor or supervisor. Because of its relevance to sexual harassment, the University's policy on consensual relations in cases where one person has educational or supervisory authority over another is reproduced under section V, "Policy on Consensual Relations between Faculty and Students and between Supervisors and Employees."



9 June 2014

U.S. Department of Education  
International and Foreign Language Education  
National Resource Centers  
1990 K Street, N.W., Suite 6083  
Washington, DC 20006

Dear NRC/FLAS Application Reviewers,

I am writing on behalf of the City Colleges of Chicago (CCC) to enthusiastically support the proposals submitted for funding as National Resource Centers for Foreign Language and Area Studies by the following University of Chicago area centers: the Center for East Asian Studies (CEAS), the Center for East European and Russian/Eurasian Studies (CEERES), the Center for Latin American Studies (CLAS); the Center for Middle Eastern Studies (CMES), and the South Asia Language and Area Center (SALAC).

The City Colleges of Chicago represents the largest community college district in Illinois. Included in our district are one Hispanic Serving Institution (Wilbur Wright College) and three Predominantly Black Institutions (Malcolm X, Kennedy-King, and Olive-Harvey Colleges), as recognized by the U.S. Department of Education. Our faculty and staff work with an exceptionally diverse population of students to give them access to resources which will prepare them to succeed in the workforce or in the pursuit of higher education. We are looking forward to partnering with the area centers at the University of Chicago to develop a schedule of activities, to take place over the next four years, which will bring international content and cultural understanding to our faculty and students. The collaborative programming, which will be planned and developed with input from our administrators, humanities faculty, and world language instructors, may include professional development activities to assist our faculty in adding international content to their courses; train them in best practices in teaching foreign languages and assessing student proficiency; and provide them with additional cultural and historical knowledge to increase their understanding of the student populations we serve.

The City Colleges of Chicago looks forward to this collaboration and the robust programming and resources that the area centers at The University of Chicago can provide to our faculty and students.

Sincerely,

Jonathan Keiser, Ph.D.  
Executive Director of Academic Development  
City Colleges of Chicago



U.S. Department of Education  
International and Foreign Language Education  
National Resource Centers/Foreign Language and Area Studies Fellowships  
1990 K Street, NW, Suite 6083  
Washington, DC 20006

June 19, 2014

Dear NRC/FLAS Application Reviewers,

I am writing on behalf of the Chicago Language Center (CLC) at the University of Chicago to enthusiastically support the proposals submitted for funding as National Resource Centers for Foreign Language and Area Studies by the following University of Chicago area centers: the Center for East Asian Studies (CEAS), the Center for East European and Russian/Eurasian Studies (CEERES), the Center for Latin American Studies (CLAS), the Center for Middle Eastern Studies (CMES), and the South Asia Language and Area Center (SALAC).

The Chicago Language Center has been restructured and many of our new initiatives are closely in line with goals of the National Resource Center and FLAS programs. We plan to work closely with the area centers on campus on the following projects, which are already in the strategic plan of the CLC and which will be enhanced by support and cooperation from the area centers:

- Advanced Proficiency Testing for graduate students, leading to a certificate of advanced proficiency and an annotation on the student's transcript;
- A Language Pedagogy Certificate, the curriculum and requirements for which are modeled after the Teaching Certificate awarded by our Center for Teaching;
- Shared Curricula, enabling students on other CLC partner campuses to enroll in some of our Less Commonly Taught Languages (currently being piloted for Georgian and Armenian);
- ACTFL OPI Proficiency Workshops;
- Shared expenses for the new Summer Language Institute; and
- Summer Language Institute Professional Development Workshops for instructors of languages (University of Chicago instructors, graduate students, instructors from other local universities and colleges, and K-12 language teachers).

The CLC looks forward to this collaboration with the area centers at the University of Chicago during the next four years.

Sincerely,

Catherine C. Baumann  
Senior Lecturer in Germanic Languages and Director, Chicago Language Center

<b>APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017</b>
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<b>Africa</b>	<input type="text"/>
<b>Canada</b>	<input type="text"/>
<b>East Asia</b>	<input type="text"/>
<b>International</b>	<input type="text"/>
<b>Latin America &amp; Caribbean</b>	<input type="text"/>
<b>Middle East</b>	<input type="text"/>
<b>Pacific Islands</b>	<input type="text"/>
<b>Russia / Eastern Europe / Eurasia</b>	<input type="text" value="XXX"/>
<b>South Asia</b>	<input type="text"/>
<b>Southeast Asia</b>	<input type="text"/>
<b>Western Europe / Europe</b>	<input type="text"/>
<b>Other (specify) _____</b>	<input type="text"/>

<b>APPLICATION TYPE</b>
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<b>Comprehensive NRC and FLAS</b>	<input type="text" value="XXX"/>
<b>Undergraduate NRC and FLAS</b>	<input type="text"/>
<b>Comprehensive NRC only</b>	<input type="text"/>
<b>Undergraduate NRC only</b>	<input type="text"/>
<b>FLAS only</b>	<input type="text"/>



**Acronyms and Abbreviations List:**

3CT – Chicago Center for Contemporary Theory  
AATSEEL – American Association of Teachers of Slavic and East European Languages  
ABE – Application for Benefits Eligibility  
ACASA – Archives of Czechs and Slovaks Abroad  
ACLS – American Council of Learned Societies  
ACTFL – American Council on the Teaching of Foreign Languages  
ACTR/ACCELS – American Councils for International Education  
ARL - Association of Research Libraries  
ASEEES - Association of Slavic, East European and Eurasian Studies  
ASU-CLI – Arizona State University Critical Languages Institute  
AV – Audio/Visual  
AY – Academic Year  
BCSM – Bosnian/Croatian/Serbian/Montenegrin  
CAS – Council on Advanced Studies  
CASS – Central Asian Student Society  
CC – community college  
CCA - Chicago Cultural Alliance  
CCC – City Colleges of Chicago  
CCGA – Chicago Council on Global Affairs  
CCJS – Chicago Center for Jewish Studies  
CEAS – Center for East Asian Studies  
CEERES – Center for East European and Russian/Eurasian Studies  
CEMSE – Center for Elementary Mathematics and Science Education  
CESC – Central Eurasian Studies Committee  
CEU – Central European University  
CEW – Central Europe Workshop  
CIC - Committee on Institutional Cooperation  
CIR – Committee on International Relations  
CIS – Center for International Studies  
CLC - Chicago Language Center  
CLAS – Center for Latin American Studies  
CLC – Chicago Language Center  
CLIR - Committee on Libraries & Information Resources  
CLS – Chicago Linguistic Society  
CMES – Center for Middle Eastern Studies  
CMS – Cinema and Media Studies  
COSAS – Committee on Southern Asian Studies  
CPS – Chicago Public Schools  
CRL - Center for Research Libraries  
CSEAS – Center for Southeast Asian Studies  
CSGS – Center for Sexuality and Gender Studies  
CSO – Chicago Symphony Orchestra  
CSRPC – Center for the Study of Race, Politics and Culture  
CTL – Center for Teaching and Learning  
DD – Document Delivery  
DoD – Department of Defense  
DGS –Director of Graduate Studies  
DMA – Digital Media Archives  
DOVA – Department of Visual Arts

NGO – Non-Governmental Organization  
NELC – Near Eastern Languages & Civilizations  
NIU – Northern Illinois University  
NMHM – National Museum of Health and Medicine  
NORC – National Opinion Research Center  
NRC – National Resource Center  
NSF – National Science Foundation  
NSIT – Information Technology Services  
NSP – Neighborhood Schools Program  
NWH – Norman Wait Harris  
NWU – Northwestern University  
OCLC – Online Computer Library Center  
OCS – Old Church Slavonic  
OI – Oriental Institute  
OLCE – Office of Language and Cultural Education  
OPI – Oral Proficiency Interview  
PD – Professional Development  
PGE – Program on the Global Environment  
PI – Principal Investigator  
QS – Quacquarelli Symonds (British company)  
SALAC – South Asia Languages and Area Center  
SEELRC – Slavic and East European Language Resource Center  
SLI – Summer Language Institute  
SSA – Social Services Administration  
SSD – Social Sciences Division  
SSRC – Social Sciences Research Council  
STI – Summer Teacher Institute  
UC-Woodlawn – University of Chicago Charter School, Woodlawn Campus  
UEI – Urban Education Institute  
UG – undergraduate  
UIC – University of Illinois at Chicago  
UIMA – Ukrainian Institute of Modern Art  
UIUC – University of Illinois at Urbana-Champaign  
UNC – University of North Carolina  
UofC – The University of Chicago  
USED – U.S. Department of Education  
UTEP – Urban Teacher Education Program  
UW – University of Wisconsin  
WBH – World Beyond the Headlines  
WIU – Western Illinois University

**1. Commitment to Subject Area.** The UofC has been providing instruction in the disciplines of the CEERES region continuously since 1903, when courses in Russian language, literature, culture, history, and political institutions were begun by Samuel Harper. During World War II, UofC was a center for Russian language training for the Army, using the oral-aural method (precursor of OPI), which was developed here. UofC has received FLAS funding in every competition since 1959. In 1961 UofC received a grant of \$1,250,000 from the Ford Foundation to strengthen teaching and research concerning the CEERES the region. UofC has had an NRC for the region 1965-1983, 2000-2003, and 2006-present.

Table 1. U. Chicago Financial Support of CEERES Program AY 12-13	
Category	Amount
Salaries for Lang.Instruction	\$582,341
Salaries for Area Instruction (proportional to CEERES focus)	\$4,277,402
Center Administrative Staff	\$48,175
Other Admin/Staff (proportional to cooperation with CEERES)	\$754,841
Fringe Benefits	\$1,373,115
Center Operating and Programming Expenses	\$6,600
Library Acquisitions (see section 5)	\$382,977
Library Staff,6.15 FTEs (see section 5)	\$348,616
CIS funding for CEERES and CESC library acquisitions	\$74,794
Conference Support (Franke, NWH)	\$9,000
Graduate Student Aid	\$5,305,313
College Scholarships	\$7,387,500
FLAS supplementation of Tuition	\$315,870
<b>Total Financial Commitment 2012-13</b>	<b>\$20,866,544</b>

1.A.1 Support of Program. The lack of NRC funding in the 1980s, 1990s, and 2003-06 did not affect UofC's strong commitment to the CEERES region, as evidenced by continued support for graduate students, the library, and faculty, as well as outreach activities. In the context of the financial crisis that began in 2008, it is especially significant that the Humanities and Social Sciences Divisions continued to

support CEERES' programming budget, although other units suffered cuts as high as 40%. With the 46.53% federal budget cut to all NRCs in FY2011-12, our strategy was first to preserve salaries for positions already in place: CEERES administrative staff and faculty lines for language and area studies instruction. These lines are imperative for our students, particularly

those receiving FLAS fellowships. It was necessary to reduce our Outreach Coordinator position to .75 FTE, which means CEERES has been running on a skeleton staff for the last three years. The Humanities Division, hit by these same cuts to all four campus NRCs, all of which depend on Title VI for some language instruction, has demonstrated its commitment to the CEERES area by picking up the costs that enable us to retain Bosnian/Croatian/Serbian/Montenegrin at full time. It would otherwise have been reduced to a half time position. Table 1 gives concrete figures for UofC support relating to CEERES teaching, research, and public programming in 2012-13.

1.A.2 Support of Teaching. In the course of 2010-14, UofC made 16 CEERES-relevant faculty appointments in Slavic (Nickell, Anderson, Il'chuk, Kosmala, Houle), History (Hillis, Gilburd), SSA (Ismayilova), Poli Sci (Nalepa), Human Rights (Janco), Anthropology (Cohen), Germanic Studies (Yudkoff), Comp Lit (Feldman), International Studies (Jasarevic), Germanic (Christian) and Philosophy (Malink). In addition, there have been numerous CEERES-focused visiting scholars (7 Endeavors Scholars and 5 Mellon Scholars) as well as 5 current postdocs conducting research and teaching in the College's core curriculum: Solovieva (Social Thought), Wengle (Poli Sci), Khitrova (Neubauer Collegium), Vorderstrasse (OI), and Valiavicharska (Harper-Schmidt). UofC has also renewed its commitment to foreign language instruction by enhancing the structure of the CLC and creating a new Deputy Dean for Languages (Merchant). 1.A.3.

Library Resources. UofC has a top research library, with over 675,000 volumes in the CEERES area. In an effort to increase support to area studies library acquisitions, the University's Center for International Studies (CIS) decided in May 2013 to direct its annual contribution to the University library (budgeted from returns on endowments) specifically to collections in Russian and East European, Central Eurasian, Middle Eastern, African, and Latin American, with each of

these five world regions receiving \$37,397 for their area-specific collections. Details of Library support are given in Table 1 and §5.B.

1.A.4 Linkages with Institutions Abroad. UofC is a member of the IIE and participates in ACTR

Table 2. Selected U. Chicago Graduate Research Fellowships, AYs 10-14			
Fellowship	Purpose	CEERES focused	
Prochaszka Grant	Study in Cz/Slov Rep.	10	and IREX, and many
Slavic Research Fellowship	Research	1	students study in
Lichtstern Student Travel (Anthro)	Travel to conferences	33	CEERES countries
Lichtstern Diss. Fellowship	Write up dissertation	1	under their sponsorship.
Kathleen Shelton Fellowship	Research Travel	2	UofC has formal
Starr Lectureships (Anthropology)	Dev./teach new course	6	agreements with the
Humanities Diss. Research Grant	Dissertation Research	3	following institutions in
Leiffer Fellowships	Research travel	4	the CEERES area: CEU
Jewish Studies Grant	Research Travel	2	(Budapest), Jagiellonian
Orin Williams/SSD Travel	Research Travel	12	U. (Krakow), U. of
Mellon Dissertation Fellowships	Write up dissertation	6	Lodz, Technical U. of
Whiting Dissertation Fellowship	Write up dissertation	4	Lodz, U. of Wroclaw,
Shapiro Travel Fellowship	Research Travel	1	Smolny College (St.
Smart Family Fdn. Fellowship	Dissertation Research	1	Petersburg), and Bilkent
GSA Travel Fellowship	Field Research	24	U. (Ankara). UofC also
Provost's Summer Research Grant	Research	1	maintains a Center in
Wenner-Gren Grant	Dissertation Research	4	Paris that facilitates
Neubauer Family Fellowship (multi-year grant)	Coursework/Research	1	cooperation on
Beinecke Scholarship (multi-year)	Coursework/Research	1	East/West issues with
Dunbarton Oaks Fellowship	Research	1	institutions in the EU.
Overseas Diss Research Grant	Dissertation Research	1	
ACLS SE Europe Travel Grant	Research Travel	1	
Fulbright IIE	Research	13	
Fulbright-Hays DDRA	Dissertation Research	10 (2 Mellon in 11-12)	
SSRC Dissertation Research	Dissertation Research	5	
NSEP Boren Fellowship	Language/Area Study	4	
Critical Language Scholarship	Intensive Lang Study	6	
ACTR-ACCELS Research Fellow	Research/Lang Study	1	
NSF Grad Research Fellowship	Dissertation Research	1	
NSF Doct Diss Improvement Grant	Improve Dissertation	1	
American Center for Mongolian Studies	Research Travel	2	
ARIT Language Scholarship	Intensive Turkish	1	
<b>Totals</b>		<b>164</b>	

UofC has study abroad programs in Athens (Athens Centre) and Istanbul (Yildiz Technical U.) as part of its civilizations programs. Many UofC faculty have strong connections with other institutions - including Overseas Research Centers - and regularly facilitate mentorships between our UofC students and faculty abroad. Regenstein Library has 25 exchange programs with libraries in 20 FSU and East European countries.

1.A.5 Center Outreach Activities. UofC campus lectures and workshops are open to the general public, and our Library is open both to visiting scholars and to the general public (§5.C).

CEERES outreach activities are given in §7. UofC commits \$6,600 yearly for CEERES outreach programming. These funds are very important for K-12 outreach, including teacher training. CIS is an important source of support for CEERES and co-sponsors outreach, evaluation, and other programming activities. CEERES is also frequently successful in competitions for programming support from campus entities such as the Franke Institute for the Humanities, the Norman Wait Harris Fund, and the Arts Planning Council.

1.A.6 Support of Students. In addition to the figures in Table 1, our students successfully compete for study abroad, teaching, and research fellowships, as well as external funding, a snapshot of which can be seen in Table 2. In the past 3 years, 199 students have studied in 22 CEERES countries (Table 3). Table 3 includes the Slavic Dept. spring course on East-West relations that enables students to study in Paris with field trips to Russia or Eastern Europe. Also included are the Greek and Middle Eastern Civilizations programs in Athens and Istanbul.

1.B Financial Support for Graduate Students. Financial aid in Table 1 went to 91 grad students (24 MA and 67 PhD candidates) concentrating on CEERES-focused research in 2012-13. They represent the following departments and professional schools: Anthro, Art Hist, Cinema/Media Studies, Comp Lit, EALC, Econ, Hist, Jewish Studies, Ling, Music, NELC, Phil, Poli Sci, Public

**Table 3. CEERES Study Abroad AYs 10-13**

Country	UG	Grad	Prof
Albania	0	2	0
Armenia	0	2	0
Bosnia	0	2	0
Bulgaria	1	0	0
Croatia	0	2	0
Cyprus	0	1	0
Czech Rep.	2	4	1
Estonia	0	1	0
Georgia	0	2	0
Greece	69	0	0
Hungary	1	1	0
Lithuania	1	0	0
Macedonia	1	0	0
Mongolia	0	2	0
Paris (Europe East-West)	27	0	0
Poland	1	6	0
Russia	31	17	0
Serbia	1	0	0
Slovakia	0	1	0
Slovenia	0	1	0
Tajikistan	0	1	0
Turkey	38	4	0
<b>Totals</b>	<b>164</b>	<b>49</b>	<b>1</b>

Policy, Slavic, Sociology, CIR, MAPH, MAPSS,

CMES, SSA, and the Divinity School. Of the amounts in Table 1, UofC's total contribution to students who received FLAS fellowships from 2010-13 was \$315,870. Additional funds are available through awards shown in Table 2.

## **2. Quality of Curriculum Design. 2.A.1**

Undergraduate Concentrations. In recent surveys, Kiplinger (March 2014) ranks UofC as the #1 private university in their Best College Value in the Midwest category, and Business Insider (Nov. 2013) ranks UofC as the 11<sup>th</sup> best college in America. The Slavic Dept offers 4 BA tracks (Russian L&L, Russian Linguistics, West Slavic L&L, Interdisciplinary Studies in Balkan,

Baltic, and South Slavic), a minor, and a BA/MA program. Russian majors require 4 years of language and 4 additional courses, W. Slavic and Interdisciplinary Studies majors require 3 years of language and 6 additional courses.

The interdisciplinary Russian Studies major requires 2 years of language and 8 additional courses. All majors must also write a BA essay for honors. The minor in Slavic L&L requires 2 years of language and 4 additional courses. Undergraduates who come to UofC with exceptional language preparation are eligible for the BA/MA program, which combines the requirements of the 2 degrees. Since its inception in 2005 the program has graduated 8 students. Students in other departments regularly write BA theses focused on the CEERES region under the guidance of our

core faculty. Advanced Proficiency Certificates are awarded through the Registrar (§4.D.3).

2.A.2 Appropriateness of requirements. UG concentrations are designed to combine high levels of language proficiency with area knowledge and critical thinking. See §2.A.1 on course requirements. BA papers in the CEERES area are written under close faculty supervision and represent a culmination of both research and writing skills that are a hallmark of the College. Evidence of the success of our undergraduates is marked by their placement in PhD programs at our peer institutions, as well as such accolades as one Slavic major received this spring – her 2012 BA paper (a translation from Russian into English) was published online in *Vestnik*, and she won the jury award from *Vestnik* for the work.

2.B.1 Graduate Training: Disciplines and Professional Fields. In the past 5 years, 66 PhD degrees and 93 MAs in 24 depts and professional schools and 4 interdisciplinary MA programs (MAPH,

Table 4. PhDs AYs 10-13	
Department	Number
Anthropology	5
Art History	1
Biological Sci	2
Comp Lit	2
Comp Human Dvt	1
Film	1
History	13
Law	8
Linguistics	4
Music	4
NELC	7
Political Science	6
Public Policy	1
Slavic (one dual Slav/Ling)	10
Social Thought	1
<b>Total</b>	<b>66</b>

MAPSS, CMES, CIR) have been awarded for CEERES-related research. These students have all written dissertations or theses in our area resulting from rigorous language and area-related disciplinary training, closely supervised by CEERES faculty. Since 1972, students in Linguistics have had the opportunity to pursue a joint PhD with the Slavic Dept (and vice versa). One student graduated from that program in 2013. Distributions for recent PhDs are given in Table 4. The MA/MBA degree offers cooperation between the divisions and the GSB. One student has earned that degree in this grant cycle.

In response to changes in the field of Slavic Studies, the Department of Slavic Languages and Literatures at Chicago has been restructured. The field of Slavic linguistics, having grown out of



the traditions of philology and poetics, now finds itself more firmly allied with the field of general linguistics than with the study of Slavic literature. This is reflected not only in the growth of meetings, societies, and journals devoted specifically to Slavic linguistics and oriented toward general linguistics — e.g. the FASL annual conferences, the Slavic Linguistics Society, and the Journal of Slavic Linguistics — but also in the kinds of academic appointments available to Slavic linguists. Such appointments are now almost always in linguistics departments rather than Slavic departments, and jobs for Slavic linguists in Slavic departments involve either language pedagogy (for which training in linguistics, not literature, is the key qualification) or cross appointments with linguistics departments. None of Chicago's peer private institutions offers a PhD concentration in Slavic linguistics in its Slavic Department. In recognition of this fact, the positions for Chicago's three Slavic linguists have been moved from the Slavic Department to the Linguistics Department. As a demonstration of its commitment to the maintenance of excellence in Slavic linguistics, the University has allotted two additional fellowship lines to the Linguistics Department specifically for students in Slavic linguistics. This allotment is in keeping with national trends. The University has also made clear its support for the teaching of languages of the CEERES area — both Slavic and non-Slavic — by taking on some of the salary costs since the budgets of all NRCs were cut in 2011. Moreover, UofC added a new language lecturer position to the Slavic Department this year. All of the languages will continue to be taught at all of the levels, and they will be involved in HD's increasing commitment to excellence in language pedagogy. UofC is also committed to excellence in the teaching of Slavic literatures, which, together with the teaching of languages, will now be the focus of the Slavic Department. The Dean of HD as well as the chairs of all the other language and literature departments are deeply committed to the well-being of the teaching of Slavic languages and

literatures at UofC. There will be no reduction in the number of faculty teaching Slavic literatures, and there is a commitment on the part of HD to increase that number of faculty within the next three years with two or possibly three new tenured or tenure-track positions. The recent changes have had the effect of strengthening CEERES, since in connection with this restructuring, it has been proposed that CEERES receive support for the creation of an MA similar to the ones offered by CMES or CLAS. Thus, Slavic Studies at UofC remains vigorous and strong, and CEERES plays an important role in that vigor and strength.

<b>Table 5. Discipline/Regional Foci of CEERES Area Courses (≥25% CEERES) AYs 10-14 (prof. school courses in Table 7)</b>				
<b>Discipline</b>	<b>Russ</b>	<b>Cauc/ CentAsia</b>	<b>E.Eur.</b>	<b>*Core Fac.</b>
Art Hist	10	6	20	1
Anthro	3	11	22	2
Cin/Media	5	2	7	1
Classics	0	0	47	1
College	2	0	6	1
Comp Lit	9	1	20	2
History	9	31	131	6
Hum Devt	2	2	1	1
Hum Rts	4	0	7	1
Int'l St	0	0	8	1
Jewish St	1	6	17	1
Ling	2	0	11	3
Music	2	1	14	1
NELC	0	16	0	5
Poli Sci	7	4	18	2
Pub Policy	5	0	9	1
Slavic	58	5	58	12
<b>Totals</b>	<b>119</b>	<b>85</b>	<b>397</b>	<b>42</b>
<b>*Note: 14 faculty have taught both lang. and area studies courses in this grant cycle</b>				

2.B.2. Appropriateness of Graduate training requirements. Foreign language competency, which includes languages of the CEERES area, is required for the MA and PhD in Anthro, Art Hist, Comp Lit, History, Music, Poli Sci, Slavic, Sociology, and Social Thought as well as for the MAs granted by CMES, CIR, MAPH, MAPSS and for CEERES' MBA/MA. The quality of graduate training is reflected in the high rankings of UofC: The 2014 Times Higher Education Supplement's World Universities Rankings and the 2013 QS Ranking of World Universities place UofC among the world's top universities, at #14 and #9, respectively. UofC graduate programs consistently rank among the nation's top 10 and the Academic Ranking of World Universities has placed us second in the world in the Social Sciences since 2007. This is not legacy, it is legitimacy.

2.B.3. Academic and Career Advising for Students. Every department has a faculty member responsible for mentoring UGs and a DGS who advises grad students until they select a faculty member to guide them through the dissertation. UofC's Writing Program is nationally known for its academic excellence. Seminars and workshops providing training in proposal and grant writing and other aspects of professionalization for grad students are available through individual departments, the Office of Graduate Student Affairs and the Center for Teaching and Learning. CAS workshops give students the opportunity to present research in progress and to practice for job talks. CTL offers workshops on many aspects of teaching, as well as a Certificate in University Teaching (see §11). The Office of Career Advancement has developed specialized resources to guide students interested in consulting and careers abroad and employs specialists on careers in business, journalism, law, health, technology, education, arts, government, and the non-profit sector. 2.B.4 Formal arrangements for Study Abroad. Almost every grad student in the CEERES area does research abroad. More than 50% of our UGs study abroad at some point in their undergraduate careers at the rate of c. 500 students a year. There are 4 formalized study abroad opportunities for CEERES students: St. Petersburg, Paris, Athens, and Istanbul. The Bard-Smolny program in St. Petersburg demands high Russian language proficiency for acceptance, and all UofC applicants (23 so far) have been accepted. At the UofC Center in Paris, the Europe: East/West program is a unique Slavic L&L sequence that explores the long-standing and multi-faceted connections between the CEERES region and France, with special attention to Paris as the adoptive home of East European/Russian émigrés. Program participants take a series of 3 intensive 3-week courses taught by UofC faculty and enhanced by cultural experiences around Paris and a study trip to Eastern Europe or Russia. There are also civilization sequences

taught by UofC faculty during the academic year in Athens and Istanbul, and these include courses relevant to the CEERES region.

2.B.5 Other opportunities for Study Abroad and Summer Language. Additional study abroad is facilitated by our membership in CIC and IIE and our collaborations with IREX and ACTR. Students regularly take advantage of CEERES-area summer language programs at IU, Pitt, Middlebury, ASU-CLI, UW-Madison, and in many countries of the CEERES region (Table 3). Intensive Russian language and culture courses and Russian-English interpretation are offered through the SLI, and, beginning in 2014, elementary Georgian will be taught as well. UofC is now the only U.S. university offering Georgian in both the academic year and summer.

### 3. Quality of Non-Language

#### Instruction 3.A.1. Non-language

##### Disciplines and Country coverage.

During 2010-14 UofC offered 495

non-language courses with

substantial ( $\geq 25\%$ ) CEERES

content in 31 units. The selected

courses in Table 6 give a sense of

the range of topics and

countries/regions covered.

**Table 6. Selected non-lang. CEERES courses AYs 10-14**

Faculty	Dept.	Course
Arik	NELC	Music and Folklore of Central Asia
Zahra	History	Gender and Sex in Modern Europe
Fleischer	NELC	Intro To Study Of Islamic Hist
Gal	Anthro	Ethnography Of Europe
Shallcross	Slavic	The Holocaust Object
Wysocki-Niimi	Slavic	Intro to Georgian History and Culture
Nickell	Slavic	Soviet Everyday Life
Ilieva	Slavic	Balkan Folklore
Wasserstein	Jewish St.	Genocide Eur Jews, 1933-45
Woods	History	Iran and Central Asia
Markus	Poli Sci	Russian Politics
Raikhel	Hum Dvt	Culture, Mental Health, Psychiatry
Tsivian	CMS	The Soviet Visual Experience
Jackson/ Bird	Art Hist	Vision and Communism
Janco	Hum Rts	Human Rights in Russia and Eurasia

#### 3.A.2 Courses in Professional Schools. Table 7 lists some of the courses with CEERES content

taught in the Law School, the GSB, the Harris School of Public Policy, SSA, and the Divinity

School. During 2010-14 the professional schools regularly offered 50 internationally focused

courses taught by 31 professors.

3.B.1 Depth of Specialized course coverage. UofC is especially strong in the history and anthropology of the CEERES region, with very strong coverage of the Russian/Soviet, Austro-Hungarian, and Ottoman Empires, which controlled almost the entire CEERES region at the beginning of the 19th century. The fact that 56 of the CEERES-focused PhDs so far in this grant cycle were not Slavic L&L students demonstrates the depth and breadth of training available in the CEERES area (Table 5).

3.B.2 Interdisciplinary courses. Table 8 provides a sample of the 257 interdisciplinary courses offered in 2010-14 as an indication of the depth and breadth of interdisciplinary offerings (52% of the IAS courses offered). All interdisciplinary courses are open to both UGs and graduates. Particularly important with respect to interdisciplinary studies is the Russian Studies UG major as well as the Interdisciplinary Studies track in the Slavic Dept and the MA programs in CMES, MAPH, and CIR. Russian Civ. is a year-long introductory course, currently co-taught jointly by History and Slavic faculty, and includes geography, economics, the military, governmental and societal structure, religion, law,

**Table 7. Select Professional School Courses AYs 10-14**

**Booth Graduate School of Business**

International Commercial Policy

International Financial Policy

The Wealth of Nations

**Harris School of Public Policy**

Int'l Security and Geopolitics

Economics and International Health

Int'l Organizations in Theory and Practice

U.S. Foreign Policy

**Divinity School**

Phil. Thought & Expression, 20<sup>th</sup> C. Europe

Exile in Jewish Thought and Literature

World Christianity

Intro to Judaic Civilizations

The Question of Jewish Intellectual Culture

Transatlantic Perspective on Modern Christianity

**Law School**

Foreign and International Law

Child Exploitation & Human Trafficking

Cross-Border Transactions: Security Issues

EU Competition Law

European Legal History

Foreign Relations Law

Legalistic Wrongdoing in Hitler's Europe

Counterintelligence and Covert Action

Public International Law

International Human Rights Law

**Social Services Administration**

Program Evaluation in International Settings

Community Development in Int'l Perspective

Culturally Responsive Intervention, Assessment and Treatment

**School of Medicine**

Case Studies in Global Health

Scholarship and Discovery: Global Public Health

art, architecture, music, and literature. Some grad students, particularly those in MA programs, also take this course. Faculty in the Slavic Dept. regularly offer courses cross-listed with other departments precisely because these courses are interdisciplinary and address the discipline-specific concerns of those departments with respect to the CEERES region. Thus, for example, the intimate connections among language, politics, culture, and history in the Balkans is the topic of Friedman's course (Table 8), which is cross-listed with Ling, Anthro and General Humanities.

The CAS	Table 8. Examples of Interdisciplinary and Cross-listed Courses AYs 10-14		
	Departments	Course Title	Professor
workshops (§§	History/NELC/Slavic	Intro to the History of Central Asia	Roberts
	Human Rts/Slavic/History	Human Rights in Russia and Eurasia	Janco
2.B.3; 6.A.3;	Poli Sci/History/Jewish St.	Genocide of European Jews, 1933-45	Wasserstein
7.B) constitute	Slavic/NELC	Brighter Side of the Balkans: Humor and Satire in Lit & Film	Friedman/Ilieva
an important	Slavic/CMS/Art History	Cinema Across Time and Cultures	Tsivian
	Slavic/Ling/Anthro	Lang. Power & Identity in SE Europe	Friedman
venue for faculty	CMS/Slavic/FNDL	Kieslowski's French Cinema	Shallcross
	Hum. Devt./Anthro/Psych.	Culture, Mental Health, & Psychiatry	Raikhel
and students in	Slavic/History	Intro to Russian Civilization	Nickell/Bird
	Slavic/Gender St.	Gender in the Balkans	Ilieva
different	NELC/Anthro/Music/Slavic	Musical Folklore of Central Asia	Arik
	Slavic/Gender St./English	Nabokov: Lolita	Sternstein
disciplines to	CMS/Slavic	Cinema and Poetry: The Modern City	Bird
	Comp. Lit./Religious St.	Literature of the Christian East	Maslov

share and discuss their research. Of the 72 existing workshops, 11 have CEERES core faculty as advisors (Table 9), and 26 workshops (in total) included CEERES focused talks in 2010-14.

Language circles provide another interdisciplinary venue for faculty and students. Language circles are modeled on the CAS workshops, with student coordinators and faculty supervisors. These circles meet weekly or biweekly, and there is always a short presentation, usually in the target language, followed by discussion in the target language. The active language circles for CEERES languages include Armenian, Russian, Polish, Persian/Tajik, Turkish, and Yiddish.



**Table 9. CAS workshops with CEERES content**

<b>Workshop Title</b>	<b>%CEERES</b>
Anthropology of Europe**	50-75%
Central Europe Workshop**	100%
Early Modern Workshop**	25-75%
East Asia: Transregional Histories*	<25%
EthNoise (ethnomusicology)**	<25%
Human Rights*	<25%
Interdisciplinary Archaeology **	25-75%
International Relations/Security Policy*	<25%
Islamic Studies*	25-50%
Jewish Studies**	50%
Language Variation and Change**	25-50%
Late Antiquity and Byzantium*	75%
Law, Culture and Society*	<25%
Literature and Philosophy*	<25%
Material Culture*	<25%
Medicine, Health and Body*	<25%
Memory and Trauma**	25%
Middle Eastern History and Theory**	25-75%
Minor Slavic Cultures**	100%
Modern European History. **	80%
Poetry and Poetics**	25%
Politics, Communication and Society*	<25%
Russian Studies**	100%
Self and Subjectivity**	<25%
Semiotics: Culture and Context**	<25%
Theatre and Performance Studies*	<25%
Theology*	25%
*CEERES collaboration, AYs 10-14	
**multiple collaborations	

### 3.B.3 Numbers of Non-language faculty.

UofC does not recognize a strict division between “language” and “non-language” faculty; many professors who teach languages are distinguished research scholars who also give substantive, non-language courses and, on the other hand, historian Fleischer teaches advanced Ottoman in connection with his mentoring of grad students. Wysocki-Niimi offers content courses in the Linguistics Dept and the College Core and Arik does the same for NELC. Moreover, the advanced levels of Russian are in fact interdisciplinary content courses taught in the language (App.2). Therefore, many faculty are properly counted in both categories, and Chicago had 38 core faculty teaching non-language courses on the

CEERES region in 2010-14.

3.B.4 Training of Instructional Assistants. The basic policy at UofC is that courses are taught by tenure-track faculty and benefits-eligible senior lecturers and lecturers. Since teaching experience is both an important part of professionalization and a prerequisite for employment in today’s job market, however, teaching is a required component of UofC’s graduate program after the 1st year. Students teaching non-language courses undergo rigorous training in the Writing

Program and CTL, and students in CEERES language courses are required to take a course in language pedagogy taught by Slavic faculty; Grenoble and Anderson taught this in 2010-14. Instructors hired through the Slavic Dept. receive an instructional handbook as well as other pedagogical materials, and they are strongly encouraged to attend the workshops on OPI methodology and performance-based instructional techniques that are offered regularly at the CLC. All instructional assistants are closely supervised by faculty and meet with them regularly to ensure quality and consistency. The CTL offers a certificate program for grad students seeking more extensive training as part of their professional preparation. UofC undergrads also benefit from the cutting-edge expertise of grad students in the final stages of their dissertations through specialized courses designed around their research. Competitive teaching fellowships - some of which are listed in Table 2 - are regularly funded by departments and the College, and they provide hands-on experience in course design. Graduate students can also design courses to be taught through the Graham School for Continuing Studies.

#### **4. Quality of Language Instruction**

4.A.1/4.A.2 Extent of Offerings, Enrollments. Chicago has the broadest range of CEERES languages of any school in the US. Courses are offered annually in Armenian, BCSM, Czech, Georgian, Greek (all periods), Old Church Slavonic, Persian, Polish, Russian, Turkish (Modern and Ottoman), Uzbek, and Yiddish. Courses are offered regularly (at least every 4th year) in Albanian, Bulgarian, Macedonian, Kazakh, Lak, and Romani. Moreover, Azeri, Chagatay, Old Georgian, Lithuanian, Romanian, Slovak, Tajik, and Ukrainian are taught on demand (App.2). Table 10 shows total enrollments for languages offered in the past 4 years.

4.B.1 /4.B.2 Levels of Languages Offered. Table 10 details the levels available for each language. Russian is available in 6 levels of training including 2 tracks in the first year, when



Table 10. CEERES Language Offerings and Enrollments AYs 10-14						
Language	Levels	Sections	Freq.	Credits/crs	No. of Faculty	Enrollment
Armenian	3 yrs	1/level	A	100	1	77
BCS	3 yrs	1/level	A	100	1	151
Bulgarian	2 yrs	1/level	R/D	100	1	6
Czech	3 yrs	1/level	A	100	1(+3)	59
Georgian	3 yrs	1/level	A*	100	1	96
Greek	3 yrs	2/level	A	100	3 (+2)	614
Kazakh	2 yrs	1/level	R	100	2	6
Lak	2 yrs	1/level	R	100	1	1
Macedonian	3 yrs	1/level	R/D	100	1	0
OCS	2 yrs	1/level	A/D	100	3	20
Polish	3 yrs	1/level	A	100	2	245
Romani	1 yr	1	R	100	1	5
Russian	6 yrs	See text	A	100	4 (+5)	1296
Tajik	1 yr	1	D	100	1	4
Turkish	4 yrs	1/level	A	100	3(+2)	415
Turkish (Ottoman)	2 yrs	1/level	A/D	100	3	38
Uzbek	3 yrs	1/level	A	100	2	37
Yiddish	2 yrs	1/level	A	100	1	54
Nos. in parentheses indicate grad student instructors; /D=2 <sup>nd</sup> yr on demand A=annually; R=regularly; D=On Demand; *ea. level offered alt. yrs.						

there is a 4-skills track

(4 sections) and a

Russian for Heritage

Speakers track aimed at

integrating students

with Russian home-

language background

into the regular

curriculum (1 section).

The second year

continues the first (3

sections). Third

through sixth year Russian courses have one section each. All courses are taught using OPI guidelines. All courses from the third year onward are interdisciplinary and cover such topics such as media, art, cinema, literature, history and ballet. They are taught entirely in Russian, as are several Slavic literature courses each year. Formalized language circles (see § 3.B.2) provide opportunities to reinforce language instruction for several CEERES languages. Also illustrative of the levels of competency achieved by language learners at UofC are doctoral dissertations that have taken as their primary focus and/or required advanced proficiency in Russian, Ukrainian, Polish, Czech, Slovak, BCSM, Bulgarian, Macedonian, Albanian, Greek, Turkish, Romanian, Lithuanian, Latvian, Romani, Yiddish, Hungarian, Georgian, Ossetian, and Tajik; advanced research is currently also being done using Kurdish and Svan.

4.C.1 Numbers of Language Faculty. As noted in §3.B.3, Chicago does not distinguish

“language” from “non-language” faculty. Our senior lecturers in Russian also teach courses in linguistics and cultural studies, many of our LCTLs are taught by scholars of these languages who also teach content courses, e.g. Friedman for Albanian, Macedonian, Lak, and Romani, Redfield for Greek, Fleischer for Ottoman, Arik for Turkish and Uzbek. We have 8 faculty teaching languages in addition to area studies courses and, of our 10 dedicated language lecturers, 6 of them also teach content courses. There were an additional 14 graduate student language instructors in 2013-14.

4.C.2 Current Pedagogy Training and Performance-Based Teaching. The training of instructional assistants is detailed in §3.B.4. Our Senior Lecturer for advanced Russian language instruction (Pichugin) has OPI training and utilizes its methodology in her courses, testing, and certifications. Pichugin was trained in OPI in the mid 90s and taught both military and college students at Florida State U. In the summer of 2004, she worked as co-director of the Russian program at the Summer Language Institute (Pitt), where she trained Russian faculty to conduct entrance (placement) and exit (final) OPI's for all students of Russian enrolled in the program. Friedman has attended several workshops on proficiency measurement sponsored by SEELRC and incorporates the appropriate methodologies and metrics in his teaching. Baumann of Germanic Studies, now Director of the CLC, is an ACTFL-certified OPI tester and regularly gives workshops for other language-teaching faculty, including our graduate students and our K-12 and community college instructor associates. See also §4.D.1.

4.D.1 Performance-based instruction used or developed. Performance-based methodologies, including OPI, are taught in the language pedagogy course (§3.B.4) and incorporated into the Slavic language program. All first-year Slavic language students take a 4-skills competency exam as part of UofC's UG language competency requirement with speaking components using

modified OPI and evaluated according to ACTFL standards. Students returning from study abroad and those opting for the advanced proficiency certificate are also tested by these standards. Students completing 4 years of Russian including some time abroad vary from Advanced-Low to Intermediate-High. At present, not all students are evaluated according to a standard proficiency metric at the beginning and end of each academic year, and a CEERES goal is to make such evaluations possible for all students. Oral proficiency for most Russian students in fifth year is at the Advanced-High or Superior level. In Albanian, Romani, and Lak, Friedman uses ILR reading proficiency standards for intensive courses with outcomes varying from R-1+ to R-2+ (Elementary to Limited Working Proficiency) depending on ability and effort. Students who pursue advanced study approach R-3 (General Professional Proficiency). All materials are based on authentic texts. Owing to Friedman's connections with Romani language planners in Macedonia and Albanian language planners in Kosovo and Albania, his materials are both authentic and cutting-edge. Friedman also offers conversation-based training for interested students. Petkovic has produced Intermediate BCSM materials and uses R. Alexander's (UC-Berkeley) definitive textbooks for Elementary BCSM. Owing to the complexity and fluidity of the BCSM linguistic situation, Petkovic is keeping abreast of the most current methodologies available. Macedonian is taught using Kramer's (U. Toronto) 4-skills textbook, which also utilizes authentic materials and interactive video supplements. The assessment in Turkish consists of 4 parts: reading, writing, speaking and listening. In addition to a standard text book, the instructor makes his own materials using the Internet and other authentic sources. In collaboration with our CLC and Cori Anderson, Senior Lecturer for elementary and intermediate Russian, CEERES is planning evaluations of student language proficiency in each year of the upcoming grant cycle. Starting with Russian and Polish, we will invite an expert to come meet

with students and instructors and help us in objectively evaluating the language proficiency of our students.

4.D.2 Adequacy of Resources for Language Teaching and Practice. Strong university

commitment to foreign language education resulted in the new CLC, which follows the merger of 2 preexisting language support facilities, LFRC and LLA, in 2007. The CLC now has a full-time Director, Cathy Baumann (Germanic Studies) and is under the supervision of the Deputy Dean for Languages, CEERES affiliate Jason Merchant. A full-time technology specialist will be appointed by summer quarter 2014.

CLC provides (1) technology-enhanced teaching and learning spaces for students and faculty, (2) support for language instruction, curriculum design, pedagogical training, and professional development with an emphasis on incorporating useful technologies into teaching via courses, workshops, and staff outreach, and (3) grants and support for language instructors' curriculum development and research. CLC teaching facilities include over 20 rooms and spaces for language instruction that range from an 80 person lecture hall to café-style booths for small groups, all supplied with the latest AV equipment. This ensures that small LCTL classes have access to the multi-media resources formerly only available to larger language classes. The CLC also hosts both video- and in-person academic conferences and workshops, lends foreign language materials, and provides satellite TV broadcasts of foreign programs. CLC lends and offers training for AV equipment and computers installed with the latest sound and film editing software. The Center works closely with UofC's NRCs to develop pedagogical materials and linguistic resources as well as enhancing the pedagogical and professional training of UofC language lecturers and instructors. CLC also supports faculty by aiding in language-related project design, grant-writing, and IRB and copyright clearance. In the next grant cycle, CLC will

aid CEERES and Slavic in assessing the proficiency of our language students and instructors.

Moreover, CLC will collaborate on language pedagogy workshops for UofC language instructors and our K-12 and community college associates. The DMA (affiliated with the CLC) is a research facility with audio recordings of over 280 languages, including 28 or 34 from the CEERES region: Abaza, Albanian (Geg, Tosk, Arbëreshë and Arvanitika), Armenian, Aromanian, Azeri, BCSM, Bulgarian, Czech, Estonian, Georgian, Greek, Hungarian, Ladino, Latvian, Lithuanian, Lower Sorbian, Macedonian, Polish, Romanian, Russian, Slovak, Slovene, Tsakonian, Turkish, Ubykh, Ukrainian, Uzbek, and Yiddish.

**4.D.3 Language Proficiency Requirements.** All UGs in the Humanities and Social Sciences are required to demonstrate language proficiency equivalent to 2 years of college instruction in a foreign language before graduation. Students who successfully pass an oral and written proficiency test receive a certificate of advanced proficiency in a foreign language and have this proficiency noted on their transcripts.

Table 11. ARL Statistics AY 12	
Resource	Quantity/Expense
Volumes	10,614,374
Expenditures (total)	\$35,638,526
Expenditures-materials (52.6%)	\$18,752,146
Expenditures-salaries (37.7%)	\$13,450,459
Expenditures-operating (9.6%)	\$3,435,921
Number of staff	309
Number of faculty	1,842
Number of students	12,457
Number of grad students (57%)	7,137

## 5. Strength of the Library. 5.A.1 Strength of

holdings. The University of Chicago Library ranks among America's best. Its collections include over 10,614,000 volumes; 127,140 active serials (13,244 in print and access to more than 113,896 titles in electronic format);

approximately 168,230 inactive serials; more than 3,200,000 microforms; 51,760 linear feet of manuscripts and archival materials; 300,000 rare books; approximately 449,550 maps and aerial photographs; more than 101,643 media items (sound recordings, cds, dvds, etc.), and a variety of other items and collections. Among its many special collections are a number relating to Slavic

& Eurasian Studies: Archives of Czechs and Slovaks Abroad (ACASA); Bakwin Soviet Posters Collection 1930-1932 ; Chopin Early Editions; Edgar Goodspeed Collection of New Testament Manuscripts [Greek and Armenian mss.]; Louis Szathmary Family Collection of Hungarica; Ludwig Rosenberger Library of Judaica; Russian Satirical Journals, 1905-1907; Samuel N. Harper Russian Pamphlet Collection; Soviet Children's Books 1927-1948; Bulgarian Poetry, 1880-1940 (1,200 volumes cataloged individually). Approximately 31% (3,295,000 volumes) of the Library's total holdings relate to studies of the East and South Asian, Latin American, Middle Eastern, Slavic, and East European areas.

Slavic, East European and Eurasian holdings (covering more than 20 countries, including Central Asia, the Caucasus, the Baltic States, Albania, Romania and Modern Greece) consist of approximately 675,000 volumes, of which an estimated 526,500 (78%) are in the vernacular languages of the area. Serial holdings in print total more than 2,000 titles, with access to several thousand more titles in electronic format. The Library has strong retrospective newspaper holdings on microfilm and through subscriptions to newspaper databases and access to many current newspapers in full-text electronic versions. Approximately 55% of the vernacular language materials are in Russian (289,600+ volumes), complemented by a particularly strong Czech and Slovak collection, with additional significant strengths in Polish, Hungarian, Ukrainian, and Bulgarian. All areas of the humanities and social sciences are collected as comprehensively as possible, with good general coverage in the sciences. In addition to traditional areas of strength in literary studies, linguistics, history, political science, demography and statistics, there has been an increased emphasis on women and the family, contemporary Russian women authors, Jewish studies, constitutionalism, Russian and East European cinema, and Russian and East European graphic novels and comics. Emphasis is also given to the

acquisition of materials relating to Central Asia and the Caucasus, especially in Armenian, Georgian, Uzbek and Tajik.

**Table 12. Notable Acquisitions AYs 10-13**

Anti-Semitism and Nationalism at the End of the Soviet Era. 138 fiches  
Apogeuematine (Istanbul) (newspaper) 16 microfilm reels  
Armenian Periodicals of the Diaspora. 16 titles, 80+ microfilm reels  
Assassination of Russian Prime Minister Pyotr Stolypin 1911. 4 microfilm reels  
National Bibliography of the Republic of Albania. 1991-2002  
Early Russian Cinema, Part 3. 24 titles, 619 fiches (pts. 1-2 already acquired)  
Gulag Archives Fond R-9414. 103 microfilm reels  
Iangi Iul' 1930-1934 (digital) [Uzbek women's journal]  
Itogi Vserossiiskoi perepisi naselenia 2010 goda (2010 Russian census). 11v.  
Library of the Chicago Council of American-Soviet Friendship (850+ monographs, 25+ serial titles, press releases, photographs, exhibits, posters) from the 1920s-1950s  
Litsevoi letopisny svod (Personal Chronicles of the 16th century). Facsimile edition 24v.  
Pravda Vostoka (newspaper) 14 microfilm reels  
Prebroiavane na naselenieto i zhilishtniia fond prez 2011 godina (2011 Bulgarian census) 8v. in 41 parts  
Pressburger Zeitung, 1917-1921. 4 dvds  
Republika Popullore Socialiste e Shqipërisë, hartë topografike. 103 topographic maps of Albania  
Russian Regional Archival Guides. 30 microfilm reels, 250 guides  
Russian Theater in the Early 20<sup>th</sup> Century. 7 titles, 154 microfiches  
Sistematicheskoe sobranie zakonov RSFSR, ukazov Prezidiuma Verkhovnogo soveta RSFSR. 15v. on 101 microfiches  
Soviet Cinema: Film Periodicals, 1918-1942. Pts. 1-2. 25 journals & 13 newspapers on 585 microfiches  
Uzbekiston ovozi (newspaper). 18 microfilm reels

In the 2010 CLIR-ASEEES "Scan of Slavic, East European, Central Eurasian Collections" of the 28 largest Slavic collections in the US for the period of 1985-2008, University of Chicago holdings ranked 2nd in Armenian & Czech, 3rd in Estonian & Tajik, 4th in Georgian & Kazakh, 5th in Russian, and 6th in Ukrainian, Hungarian, & Romanian. The **Slavic Reference Collection** is one of the largest and most comprehensive separately housed collections of its kind, numbering some 8,000 volumes. A selection

of Slavic and Eurasian titles is digitized each year. Two larger complete digital projects are

*Russian Satirical Journals 1905-1907*, and *Amerikan Narodní Kalendar, 1878-1922*.

The Library provides an annual workshop on "Resources for Slavic and East European Studies,"

LibGuides for specific classes, and two general LibGuides providing information, links and

contacts for the first-time user and the experienced researcher. The Slavic unit maintains an



active schedule of exhibits, the most recent of which have been the following 7: 1) Vaclav Havel, 1936-2011: Playwright, Dissident, Statesman — A Life of Courage; 2) The Joy of Writing, The Power of Preserving, Revenge of a Mortal Hand: Wislawa Szymborska, 1923-2012; 3) The Patriotic War of 1812: The Battle of Borodino; 4) The Caucasus: Land of Diverse Cultures; 5) The Red Pencil: Censorship in Russia and the Soviet Union; 6) Serf and Slave - Liberation and

Table 13. Notable Gift Collections Received AYs 10-13			Emancipation: Russia
Donor	Description	Vols.(est.)	
Bulgarian-American Association (Chicago)	newspapers, monographs on Bulgarian/Macedonian history and culture; papers of the MPO	600	1861, United States
Russian Press Service (Evanston, IL)	Russian, Ukrainian, Baltic imprints	1200	1863; and 7) Aleko
Sprudz Family gift	Latvian monographs and serials	400	Konstantinov, 1863-
Vesselinovitch/ Kleinman gift	Serbo-Croatian monographs and serials	165	1897.
Jean Laves gift	Russian literature, literary criticism, vinyl recordings of Russian prose, poetry, language	2100	<u>5.A.2 Chicago's</u>
Inst. of Albanian Studies (Prishtina)	Albanian books and serials published by the institute	152	<u>Financial Support for</u>
Prof. Zbigniew Golab (UC)	Polish literature, linguistics, language	165	<u>Acquisitions and Staff.</u>
Prof. Sheila Fitzpatrick (UC)	Russian/Soviet, European history	1300	The Library's Slavic unit
Prof. Eric Hamp (UC)	Slavic linguistics	400	has 2.5 FTEs (see bios).
Prof. Victor Friedman (UC)	Ex-YU newspapers (Mac, Alb, Tk; 5 titles, 10+ years)	15000	Because the Library's
Prof. Milton Ehre (UC)	Russian literature and literary criticism	600	technical services are
Howard Jeffrey Wish estate	Russian, Ukrainian, German, Yiddish books & records	3000	highly centralized, many
Library of Congress duplicates	Ukrainian books from the 1940s-1980s	2000	other staff members in
Prof. Ladis Kristof (Univ. Oregon)	Romanian, Moldovan, Armenian, Bessarabian & E. Eur. books and serials	15000	the ordering, processing,
Prof. Marianna Tax Choldin (UIUC)	Russ. lit., history, book history, censorship, human rights	530	cataloging, labeling, and
Prof. John Alexander Morrison	Soviet geography, demography, transportation, construction, etc. (books and maps)	1375	binding units are
Judy Barr Topinka	Czech literature, history, culture	550	involved in the
Heino Puhka (author)	Estonian literature, history, politics, culture	500	

acquisition of Slavic and Eurasian materials: 1.5 FTE professional librarians (catalogers), 1.7 FTE paraprofessionals and .45 FTE students bringing total staffing in all units to 6.15 FTE with salary total of \$348,616 per year (excluding benefits).

Table 14: Slavic, East European and Eurasian Databases	
Database (purchased)	Acq. Date
ASEEES NewsNet Archive	2008
American Bibliography of Slavic & East European Studies	1999
Central and East European Online Library (CEEOL)	2007
Central Asia (newspapers and journals)	2010
Current Digest of the Post-Soviet/Russian Press	2009
Iskusstvo Kino Digital Archive	2013
Izvestiia Digital Archive	2011
Pravda Digital Archive	2010
Russian Academy of Sciences Bibliographies	2007
Russian National Bibliography	2004
Stalin Digital Archive	2014
Russian Central Newspapers	2000
Vestnik Evropy Digital Archive	2006
Voprosy Istorii Digital Archive	2006
Voprosy Literatry Digital Archive	2006

#### 5.B.1 Cooperative Agreements

##### for Access to Research

Materials. Chicago's ILL is

consistently identified as one of

North America's "high-

performing borrowing

operations" in the Association

of Research Libraries ILL/DD

Performance Measures Study.

The Library also participates in **UBorrow**, a service that allows faculty, students, and staff to easily search and request print materials from the 12 research libraries in the CIC system and **BorrowDirect**, a partnership with Brown, Columbia, Cornell, Dartmouth, Harvard, MIT, the University of Pennsylvania, Princeton, Yale, and CRL. BorrowDirect expands the universe of scholarship available to Chicago faculty, students, and staff, allowing rapid access (4-5 days) to over 50 million volumes from the circulating collections of partner schools.

Slavic librarians from CIC institutions have made joint purchases of expensive archival microform sets. Moreover, the Slavic unit participates in the Midwest Slavic Consortiums. On the national level, the Slavic unit is an active member of the Slavic and East European Microfilming Project (SEEMP), which funds a continuing series of projects for the preservation of unique and deteriorating collections.

5.B.2 Accessibility of Library Holdings to Users. Although a private institution, free access to The Regenstein Library (social sciences & humanities), The Crerar Library (sciences) and the D'Angelo Law Library is available to the public at large on a limited basis through use of an InfoPass obtained from local public libraries. The Regenstein and D'Angelo Libraries are two of a dozen selective depositories for United States government publications in the Chicago area, and these depository collections are open to the public at all times. The Library's online catalog, its search interface LENS, and its many LibGuides are available to the world at large through the Library's web site. We have reciprocal access and borrowing privileges with Northwestern University, the University of Illinois at Chicago, CIC institutions, the Research Libraries Group (over 140 North American institutions of higher education), as well as the nearly two hundred participating institutional members of the OCLC Reciprocal Borrowing Program. On the local level, access is available to many affiliated organizations, including high schools, seminaries, museums, and other cultural institutions.

## 6. Quality of Staff Resources

### 6.A.1 Quality of faculty and staff. Measures of academic

success such as publications, research fellowships, and other honors demonstrate the national and international recognition of CEERES faculty. Among our current active faculty, CEERES has 9 Guggenheim fellows (Bohlman, Fitzpatrick, Friedman, Friedrich, Gal, Kaegi, Ptaszynska, Smith, Wasserstein) and a Macarthur Fellow (Fleischer). In the past 5 years our faculty have received grants from AATSEEL, ACLS, ACTR/ACCELS, the EU, Fulbright-Hays, IREX, NEH, NSF, NCEEER, SSRC, the Woodrow Wilson Int'l Center, and several foundations (Carnegie, Ford, Guggenheim, Macarthur, and Mellon). Ten are members of the American Academy of Arts and

Table 15. Slavic Appropriations*	
Year	Amt. (\$)
2010	378,020
2011	384,332
2012	382,977
2013	382,808
2014	368,173
*excludes CEERES Title VI funding & special gifts	

Sciences (Bohlman, Fitzpatrick, Fleischer, Friedrich, Gal, Ginsburg, Mearsheimer, Mendes-Flohr, Posner, Vishny). Bohlman is a fellow of the British Academy, Fitzpatrick is a fellow of the Australian Academy of Humanities, and Tsivian is a member of the Latvian Academy of Sciences. Friedman is a member of the Albanian, Macedonian, and Kosovar Academies of Arts and Sciences, the only person in the world elected to all 3 of these Academies. He has received the AATSEEL Award for Outstanding Contributions to Scholarship (2009) and will receive the Distinguished Contributions to Slavic, East European, and Eurasian Studies Award from ASEES (2014). He also holds the “1300 Years of Bulgaria” medal for contributions to Bulgarian Studies. June Farris is the first librarian to be honored by the Association of Women in Slavic Studies with its annual Outstanding Achievement Award (2012). Eight CEERES faculty members have received UofC’s Graduate Teaching Award, and 9 have received Quantrell Awards, the nation’s oldest prize for UG teaching.

Of the 74 faculty members who work on the CEERES region, 44 are “core” faculty who devote at least 30% of their time to the region. They cover 12 disciplines in the humanities, 7 in the social and natural sciences, and 8 professional schools, with expertise in almost every country and region of the CEERES area. Among these faculty, 36 are tenured, and of the 26 full professors, 18 hold named chairs; 19 are serving or have served as department chairs (and 5 as Center Directors); 4 serve as Deans (College, GSB, Dep. Dean for Languages, and Assoc. Dean for Int’l Education); 23 serve on editorial boards of prestigious publications, and 13 hold professional positions in national and international organizations.

6.A.2. Professional development opportunities. Funding is available for conference travel, the development of new courses or pedagogical resources, and research from individual departments, the Divisions, the Provost’s Office, CTL, and CLC. The Women's Board, the

Franke Institute for the Humanities, the Norman Wait Harris Fund, the Lichtstern Fund, Chicago Studies Course Connections, the Institute of Politics, the Neubauer Collegium, and the Arts Planning Council all support conferences, lectures, invited speakers, and other events on international topics. CTE and CLC, along with HR Training and Development and NSIT also provide training sessions and individual consultation on diversity, technology, teaching and learning, workplace skills, and university libraries. UofC is increasing the number of online tutorials and webinars for training. The majority of these resources are available to staff and student instructors as well as faculty. CEERES Title VI funds have been used to defray faculty travel to conferences, for the development of new courses and innovative pedagogical materials, and to fund teacher training workshops on language pedagogy and other international topics.

6.A.3. Time devoted to teaching, supervision and advising of students. UofC faculty spend about 18-24 hours per week on teaching/grading/preparation, and an additional 10-15 hours per week supervising and advising students. Our faculty serve not only as advisors and readers for BA papers, MA theses and doctoral dissertations, but many also serve as UG and graduate advisors for departments, curricula, and committees. In addition, CEERES faculty are active in supporting graduate workshops and conferences. Eleven serve as faculty sponsors for CAS workshops, and oversight for the annual Slavic Forum rotates among faculty in the Slavic Department.

6.B.1 Center oversight. A 6-member Executive Committee, chaired by the Center Director (Friedman), oversees the Center; the other members are Raikhel (Comparative Human Development), Gal (Anthropology), Grenoble (Slavic/Linguistics), Zahra (History), and the Associate Director, Clason. There is close collaboration with departments with which we co-sponsor events and frequent communication and consultation among the Area Centers' staff through regular meetings of the Associate Directors.

6.B.2 Staffing for administration and outreach. The administrative and outreach staffing of CEERES consists of the Director, Friedman; the Associate Director, Clason; the Outreach Coordinator, Marshall; and 1 student assistant. Friedman has extensive administrative experience as department chair, director of graduate studies, and on advisory boards and executive committees of many professional organizations. He also has proven successes as a grant-writer and PI. Clason has 18 years of experience coordinating projects, managing outreach, and administering FLAS Fellowships at the NRC and LRC at UNC-Chapel Hill and the NRC at UofC. She also has an M.A. in Slavic L&L. Marshall has a Ph.D. in anthropology with a concentration in the South Caucasus and extensive graphic design and event-planning experience. Our student assistants are hired based on their expertise in the CEERES region and their technological skills. They help with publicity, communications, and the development of websites and online audio-visual materials. The SSD LBC provides extensive support to the area centers in proposal development, grant management, accounts management, procurement, and human resources. We also coordinate extensively with staff in the Office of Graduate Student Affairs to administer the FLAS awards and with CIS, which provides logistical support for outreach endeavors, data collection and the analysis of evaluation results. This cooperation among university offices streamlines many administrative tasks and allows us to accomplish our goals with a small CEERES staff.

6.C Nondiscriminatory employment practices. UofC has a long-standing policy of affirmative action and equal opportunity for employment, forbidding discrimination on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability or veteran status, enforced by several offices under the Deputy Provost for Research and Minority Issues. This office oversees, cultivates and maintains momentum in attracting a truly representative body of

faculty and students, and creates an environment that is welcoming of all individuals. Our campus community seeks to recruit employees from diverse backgrounds, makes current employees aware of opportunities for training and advancement, and involves all staff in improving the climate of the University (see also §9.B).

**7. Outreach Activities.** Our listserv (623 subscribers) and biannual newsletter (hard copy circulation 500; available on website) facilitate communication among our affiliates and promote effective dissemination of information about events and opportunities. CEERES faculty and

Table 16. CEERES Teacher Training, AYs 10-13				guests give hundreds of
Annual Conference	Date	Partners	Attd	
International Education Conference	Fall	Smart Mus., CIS, CMES*, NSP, SALAC*, CEAS	85/yr	lectures to both the
Teacher Training Events	Date	Partners	Attd	academic community
STI, "Water: An Interdisciplinary Look at the World's Most Essential Resource"	6/10	CIS, CLAS*, CEAS, CMES*, SALAC*	45	and the general public,
"We Play and Learn: Communicating Learning and Fun," Maya Sukholutskaya (East Central U., OK)	1/11	CPS Office of Language and Cultural Education	12	including 118 organized
PD Workshop: Units on Ukrainian Culture, Folk Art and the Holodomor	1/11	CPS IB Program, Ukrainian Nat. Museum, UIMA, CIS*	13	by CEERES in 10-13.
STI, "Migration: Causes and Consequences"	6/11	CIS, CLAS*, CEAS, CMES*, SALAC*	55	<u>7.A. Elementary and</u>
"Learning History and Language through Soviet Children's Books"	11/11	Special Collections, Regenstein Library	13	<u>Secondary School</u>
"Islam and Identity in Southeast Europe and Southeast Asia"	2/12	NIU, Franke Institute, CMES*	15	<u>Outreach.</u> In 2010-13
STI, "Feeding the World: Challenges to Achieving Food Security"	6/12	CIS, PGE, CLAS*, CEAS, CMES*, SALAC*, Global Health Initiative	30	CEERES organized 16
Summer Institute: Slavic and Eurasian Languages—Acquisition, Techniques, and Technologies	7/12	SEELRC, DoD, U. Arizona	40	professional
STI, "Natural Disasters and Social Responses: A Global Perspective"	7/13	PGE, CMES*, CLAS*, CEAS, SALAC*, Smart Museum, the OI, Center for Global Health, CIS	45	development workshops
Total Training AYs 10-13: 16 Total Attendance: 592 *denotes other NRCs				for Chicago area
				educators—often in
				collaboration with



other NRCs—including the annual UofC Summer Teacher Institute, a 3-5 day seminar sponsored by UofC NRCs and other cultural organizations on campus (Table 16). CEERES also arranges folklore, theater, and musical performances for area school children, both in-school and through sponsored fieldtrips to the UofC campus (Table 17). CEERES has thus developed a close working relationship with CPS and its OLCE as well as with specific schools. Two CPS high schools, Pritzker College Prep and the Noble Street Charter School (both with a predominantly low-income and Hispanic student population), require 2 years of Russian language instruction. CEERES has actively worked with the language teachers from these schools to enhance curricula, including the annual ACTR Olympiada of Spoken Russian, historically organized with our colleagues at IU and UIUC. CEERES regularly provides schools with guest speakers and includes them in cultural events (Table 17). CEERES-sponsored school events and teacher workshops directly benefit Chicago Public Schools, the nation’s third largest school district with 404,151 students, 91% of whom are ethnic and racial minorities and 87% of whom come from economically disadvantaged backgrounds. UofC’s Urban Education Institute runs 4 charter

Table 17. CEERES K-12 Events for Students, AYs 10-13			
Event	Date	Partners	Attd
After school program, “Passport to Eurasia,” an arts and crafts based program to teach children about culture in the CEERES region	10/10 - 3/11	Bret Harte School	15
ACTR IL-IN Olympiada for Spoken Russian, Muncie, IN	3/11	Indiana U, UIUC, CPS	54
ACTR IL-IN Olympiada for Spoken Russian, Muncie, IN	2/12	Indiana U, UIUC, CPS	45
Dana Immertreu (CEERES, U. Chicago), Talk at Morgan Park High School: “Soviet Life in the 1950s”	4/12	CPS	50
ACTR IL-IN Olympiada for Spoken Russian, Purdue University, IN	4/13	Indiana U, UIUC, CPS	63
ACTR IL-IN Olympiada for Spoken Russian, UIUC, IL	3/14	Indiana U, UIUC, CPS	65
Total Student Events AYs 10-13: 5		Total Attendance: 227	

school campuses (2 elementary, 2 middle school, 1 high school) on the south side of Chicago with 1,745 students. Students from our Urban Teacher Education Program often teach in the charter schools. UC-Woodlawn, the UEI charter high school, is currently the number one non-selective

enrollment high school in the city, thanks to their statistics for college acceptance (100% of the graduates in 2012, 2013, and 2014) and percentage of students who persist in and graduate from college (73%). To make area-relevant learning materials available to K-12 educators, CEERES — together with other campus area centers and organizations — inaugurated a new web portal in 2013 specifically geared to that audience (<https://k12outreach.uchicago.edu/>). Curricula derived from past teacher workshops – organized by individual centers as well as our collaborative Summer Teacher Institutes – are available on the site, along with announcements about relevant training and cultural events and links to other online resources. The impact of these online resources is significant: 342,202 unique site visitors have downloaded 667,535 curriculum guides and other educational files from UofC since 2011. In addition to CEERES’ work with CPS, and our special collaborations with the hybrid UofC charter schools, we also work with UofC’s K-12 Laboratory School, whose students regularly attend CEERES-sponsored public events and performances. A graduating Lab School senior served as a summer intern in 2012, gaining research skills and assisting in data collection for our fall IRIS report. 7.B. Outreach to Post-Secondary Institutions. Each year CEERES hosts major international conferences that bring together top scholars to discuss and develop cutting-edge themes related to the CEERES region (Table 18). A testament to the quality and lasting impact of these conferences is the publications that result from them. Four papers from “Macedonia in Global Context” appeared as a thematic cluster in the Winter 2010 issue of *Slavic Review*, and a synopsis of “From the New Socialist Person to Global Mental Health” was featured on Somatosphere (<http://somatosphere.net>). “New Histories of Modern Art” led to a special edited volume of the *Journal of the Institute of Art History of the Slovak Academy of Sciences*. In 2010-13 CEERES co-sponsored a total of 42 conferences, seminars, and workshops that drew a total of 2,120 attendees representing

secondary and post-secondary school educators, students and the general public. CAS workshops (§§ 3.B.2, 6.A.3) bring together faculty and grad students from the Chicago area and beyond to create scholarly dialogue and foster the exchange of ideas (total attendance 1,133 for CEERES-

Table 18. Academic Conferences and Workshops, AYs 10-14			
Annual Conferences	Date	Partners	Attnd
Midwest Medieval Slavic Workshop	Spr	Slavic L&L	28/yr
Slavic Forum	Spr	Slavic L&L	50/yr
Selected Conferences	Date	Partners	Attnd
5 <sup>th</sup> Meeting of the Slavic Linguistic Society	10/10	Slavic L&L, Ling, Humanities Div., Franke Institute, NWH, CLS, Slavic Ling. Society	100
"Southeast Europe and Southeast Asia: Islam, Mergers, and Margins"	1/11	CSEAS at NIU, U. Kebangsaan, Malaysia	40
"Twenty Years After (the) Split"	4/11	CREECA, UW-Madison	45
BRIC in 2020	5/11	CLAS*, SALAC*, CEAS	80
"Historical Poetics: Past, Present and Future," international conference	05/11	Comp Lit, Slavic L&L	30
"Agitation!: A Symposium"	10/11	Smart Museum, Slavic, Art History, Renaissance Society	134
"From the Adriatic to the Sulu Sea: Islam and Identity in Southeast Europe and Southeast Asia"	2/12	CSEAS at NIU, Franke Institute, NWH	50
"Music and Marginality in the Balkans: The Edginess of Edges"	10/12	Franke Institute, NWH, Music, CSRPC	45
Conference: Scale Models	11/12	Myers Foundations, Alice Kaplan Institute, Franke Institute, Gray Center, Art History; Radio, Television & Film; Slavic L&L; CMS	75
Bruno Schulz, 1892-1942: Interdisciplinary Reassessments	11/12	Chicago Center for Jewish Studies, Franke Institute, the Maria Kuncewicz Fund	40
"Translations, Translators, and Converts: Transmission of Knowledge in the Seventeenth Century Ottoman Lands"	3/13	CMES*, CCJS, Franke Institute, 3CT, CIS	55
"From the New Socialist Person to Global Mental Health: The Psyences and Mental Health in East Central Europe and Eurasia"	4/13	Franke Institute, NWH, Comp Human Development, Anthropology, Self and Subjectivity Workshop	75
19th Biennial Balkan and South Slavic Conference On Linguistics, Literature, and Folklore	4/25	Franke Institute, NWH, Slavic	93
Total Conferences AYs 10-14: 42		Total Attendance: 2120	*denotes other NRCs relevant workshops)

The CAS workshops create a venue in which faculty and grad students present their work and receive feedback from mentors and peers. Some workshops also invite speakers who give public presentations that are open to the general public. CEERES has also encouraged collaboration among NRCs and other units at public and private institutions by

working with state universities and junior colleges. CEERES has organized a number of workshops and conferences in conjunction with peer NRCs. We also work closely to coordinate visiting speakers with our peers at UIUC and UW-Madison. In coordinating talks by a visitor to each of our campuses, we can combine resources and save money dividing an international airfare among three campuses. In 2014-17, we are planning a coordinated distinguished lecture series with UIUC to bring one senior scholar each year to speak on both campuses. Through our CEERES Associate affiliation, our center has become a central resource for scholars working at or visiting Chicago-area universities as well as independent scholars. Associates are provided with borrowing privileges at UofC's Regenstein Library, and they are regularly included as participants in CEERES-sponsored events. Current Associate Members hold primary academic positions at DePaul, Loyola, NEIU, NWU, ISU, UIUC, Moraine Valley CC, Malcolm X College, College of DuPage, Elgin CC, and WIU. We are currently building a network of educators from MSIs and CCs to provide resources for internationalizing their curricula. This network will attend planning sessions and professional development workshops and will serve as the first cohort in a certificate program for international curriculum design, administered in conjunction with our Graham School for General Studies. The UofC area centers also have a formal relationship with the City Colleges of Chicago (see §11).

As a member of the CIC, UofC offers opportunities for students at all Big Ten universities to take our courses, including LCTLs. In addition, CEERES promotes summer language consortia, many of which are organized by fellow NRCs, and it supports our new SLI run by UofC's HD. Collaborative programming with the Franke Institute, Doc Films, International House, CIS, and WHPK-FM yields audiences from within and outside the CEERES community (Tables 18, 19 & 20). 7.C Outreach to Business, Media, and the General Public. CEERES collaborates on lecture

series geared toward the general public (World Beyond the Headlines, CESC; Table 19) and has developed relationships with 8 consulates located in Chicago (Bosnia, Bulgaria, Czech Republic, Germany, Hungary, Macedonia, Poland, Turkey) to co-organize public addresses by visiting diplomats and dignitaries (Table 19). CEERES also continues its support of the CCGA, a Chicago institution devoted to public affairs and international business (Table 19). During 2010-

Table 19. CEERES Public Lectures				14, CEERES
CEERES Supported Lecture Series	Date	Partners	AvAttd	
Experiences at the Edge of Soviet Power (6)	10/11	AEW, Hist, I-House, Global Voices, GHI	40	collaborated with other
"Connecting with the Caucasus"	12/13		30	UofC units and Chicago-
CESC Lecture Series (2/quarter)	12/14	CESC, CIS	45	
CIS World Beyond the Headlines Lecture Series (1/quarter)	10/14	CIS, PGE	65	area cultural institutions
I-House Global Voices (2/year)	10/14	I-House	75	on 113 public cultural
Public Lecture Highlights	Date	Partners	Attd	events (Table 20).
Gabriel Gorodetsky, "Was the Outbreak of the Second World War Inevitable?"	2/11	MEW, History	25	Highlights include the
Zsuzsa Gille, "What is Red in Hungary's 2010 Red Sludge Disaster?"	2/11	PGE, WBH series	30	16-month Soviet Arts
Michael Rothbart, "After Chernobyl" Timothy Mousseau "Chernobyl at 25"	4/11	PGE, NWH, GHI, Franke	50	Experience, a city-wide
Gerard McBurney, Sheila Fitzpatrick, Robert Bird, "Shostakovich, Prokofiev and their Audiences, East and West"	5/11	Slavic, Soviet Arts Exp.	35	Soviet arts retrospective
Joann Gross, "The Motif of the Cave and the Narrative Tradition of Nāṣir-i Khusraw in Badakhshan"	4/12	Shiism Study Group, MEHAT	13	which offered more than
Georgi Derluguian, "Guns, Maize, and Foreign Trade: The Origins of Democratic Polis in the Eighteenth-century Caucasus"	2/13	CIS NWH, Franke, Slavic L&L	33	100 lectures, exhibits,
Ryan Perkins, "Honor Killings, Cultural Tropes and the Question of Afghan Historical Agency"	2/13	CESC, CASS, CIS, CMES*	25	and performances at
Laura Englestein, "Angry Art: Russian Caricature in War & Revolution, 1914-21"	2/13	Slavic L&L, History	26	academic and cultural
Susan Gal, "Traveling Feminisms? Women of the Extreme Right in Europe"	2/13	CSGS 2013 Distg. Lecture	50	institutions across
Stephen Jones, "Why the Saakashvili System Failed"	5/13	CIS NWH, Franke, Slavic	25	Chicago; an exhibit on
Amb. Ian Kelly and State Dept. Rep. Kiev, "Ukraine: A Teach-In on Recent Events"	3/14	CIS, IOP	65	Ryszard Kapuscinski,
Total Lectures AYs 10-14: 102 Total Attend.: 4594 *denotes other NRCs				coordinated with the

Polish Consulate; and the annual Chicago Festival of Bosnian-Herzegovinian Film. CEERES faculty in the HD participate regularly with lectures at Humanities Day each fall. UofC maintains a web site of experts available to the media listing over 375 Chicago faculty (including 17 CEERES core faculty) ([experts.uchicago.edu/](http://experts.uchicago.edu/)). CEERES faculty are regularly called upon to consult for the media and in legal/asylum cases. For example, Pape consulted on the Boston Marathon Bombing; Friedman consulted on security issues at the 2014 Winter Olympics and the history of the Sochi region; Markus and Hillis have been extremely busy discussing implications of recent events in Ukraine and Russia's annexation of Crimea. The Graham School for Continuing Education also sponsors CEERES-relevant seminars such as the following recent titles: 1) Kafka and Borges; 2) Introduction to Translation Studies; 3) The World Of Zbigniew Herbert; 4) Islamicate 3: Reading The Venture Of Islam; 5) Russian Cinema; 6) Anna Karenina And Freud.

## **8. Program Planning and Budget**

8.A. Quality and purpose of programming. CEERES requests USED funding to build on Chicago's strengths in meeting and anticipating new global challenges and to respond to USED priorities and the national need for international experts and foreign language expertise.

Language Instruction. Our language instruction is first-rate and of unparalleled breadth and depth. There were 59 modern and ancient languages taught on our campus during this grant cycle; 18 are languages of the CEERES region. USED funds (\$37,269 per year or 16% of our budget) will help us increase the number, levels, and frequency of courses in BCSM and Georgian, and, in collaboration with CMES, we will continue to support Central Asian Turkic languages in the curriculum, specifically Uzbek. We will also support UofC's new Summer Language Institute which offers courses in 3 CEERES languages; Georgian, Russian, and



Turkish. Of these, Georgian is not offered in any other summer U.S. language program. To avoid duplicating the offerings of other summer language programs, our SLI will expand its offerings to provide levels of languages not taught elsewhere. We continue to support summer language

<b>Table 20. CEERES Cultural Events AYs 10-14</b>			
<b>Annual Events</b>	<b>Date</b>	<b>Partners</b>	<b>AvAtd</b>
Spring Festival- EE, Balkan Folkdance	10/14	Balkanske Igre, IH	350
Chicago Festival of Bosnian-Herz. Film	10/14	Loyola	150
Golosa Choir (per performance)	10/14		40
<b>Music/Dance Highlights AYs 10-14</b>	<b>Date</b>	<b>Partners</b>	<b>Attd</b>
Damir Imamovic concert and lecture	9/10	BosCult. Ctr, Loyola	40
Performance by Russian Duo	2/11	IH Global Voices, Svt Art	
UWisconsin Russian Folk Orchestra	2/11	IH Global Voices, Svt Art	75
Alash concert (Tuvan throat singing)	4/11	Central Asian Stu. Soc.	75
CUBE Ctmp. Chamber Ensemble, US premiere RED RAYS, Marta Ptaszynska	10/12	Renaissance Society	35
John Kuo, Balkan Music and Dance	3/13	Slavic, Arts Concl., Music	60
<b>Film Highlights AYs 10-14</b>	<b>Date</b>	<b>Partners</b>	<b>Attd</b>
"Otpor: The Fight to Save Serbia and "Casting – A South Europe Transition Film," Goran Radovanovic	11/10	Slavic	25
"Cinema Komunisto" with Mila Turajlic	3/12	Slavic, Film Studies Ctr	40
"Preserving the Sacred Cultural Heritage of Macedonia," Pance Velkov and Gordana Vekov	4/12	Makedonida Foundation	13
"The Color of Pomegranates"	1/13	Slavic, Film Studies Ctr	20
The Russian Kurosawa, film screenings and symposium	5/13	Franke, Soc. Thought, CEAS*, CMS, EALC, Slavic, Comp Lit	75
<b>Literary Event Highlights AYs 10-14</b>	<b>Date</b>	<b>Partners</b>	<b>Attd</b>
The Caucasus: Land of Diverse Cultures	1/13	Reg. Library exhibit	350
Mircea Cărtărescu Reading and Discussion	10/13	CEW; Sem Co-Op; Rom. Lang.; Archipelago; Soc. Thought; Franke; PLW	42
Lev Rubinstein at UChicago & Russ. Lit. Salon	11/13	Slavic; Russ. Lit. Salon	20
<b>Visual Arts Highlights AYs 10-14</b>	<b>Date</b>	<b>Partners</b>	<b>Attd</b>
"Memoirs of a Lost Generation," paintings by Plamena Pehlivanova	1/11	Reg. Library	
"After Chernobyl: Photographs by Michael Forster Rothbart," Exhibit in Harper Library Memorial Commons	1/11	CIS, PGE, GHI, Arts Council, Svt Arts	500
"Ryszard Kapuscinski: The Poet of Reportage"	1/12	DOVA Temp. Gallery, Slavic, Polish Consulate	200
"Santorium," curated by William Nickell	2/14	Nat. Museum Health & Medicine	100
<b>Language Circles AYs 10-14</b>	<b>Attd.</b>	<b>Language Circles cont.</b>	<b>Attd</b>
Armenian Circle	15	Persian/Tajik Circle	15
Polish Circle	15	Turkish Circle	15
Russian Circle	15	Yiddish Circle	15
<b>Total cultural: 113</b>	<b>Total Attendance: 13,223</b>		<b>*denotes other NRCs</b>



consortia which complement and enhance languages that we offer during the academic year.

Area Instruction. USED funds (\$46,401 per year or 20% of our budget) will help strengthen South Slavic and Eurasian area studies by continuing support for a full-time Balkan and South Slavic literature lecturer. The funds will also help pay for content courses, approved by our Central Eurasian Studies Committee, taught either by visiting faculty or by advanced graduate students developing new courses. CEERES will also continue to support speaker series, CAS workshops, and other UofC programs and units by sponsoring and co-sponsoring speakers.

Library. Collecting in South Slavic and the Balkans remains the biggest challenge to CEERES collection building at the Library owing to on-going difficulties, especially in the western Balkans. Because of the complexity and expense in obtaining these materials, especially backlogs, Title VI funding (\$10,000 per year or 4% of our budget) will be especially helpful in enabling these collections to maintain levels of consistent coverage. Teacher Training. Of the requested USED funds, 100% will be used to fulfill the Absolute Priority of activities that directly promote teacher training. \$20,500 per year (9% of our budget) of USED funding will complement institutional support to provide curriculum development opportunities (funding for area courses, teacher training workshops, Network of Midwest Community Colleges/MSIs); materials (books, CDs, DVDs, lesson plans) for the CEERES outreach library and the CLC; seminars and workshops geared toward professionalization of current and future educators; workshops on language pedagogy and OPI testing to assess the proficiency of our language students; and an annual summer institute for teachers on an important current events theme. We will collaborate with campus units (CLC, CTL, CIS, Career Advancement, CAS) to add internationally-focused themes to their robust teacher training and professionalization resources. Our partnership with CCC and our expanded network of MSI/CC educators will increase foreign

language training and internationally focused curricula for students in underserved populations across the city and state. Other outreach and programming endeavors. Table 21 lists the major outreach and programming initiatives for 2014-17 with brief descriptors. CEERES' programming theme for this cycle, "Interrogating Empire," links many of these initiatives and spans CEERES' collaborations with UofC units and NRCs at other universities. Events in this series aim both to direct scholarship toward under-investigated topics and to encourage novel and interdisciplinary approaches to established research areas. We request \$26,000 per year (11% of our USED budget)—to be supplemented by funds from other UofC units, other NRCs, and community organizations—to expand our outreach endeavors with these activities. Cooperation with the Smart Museum and the Oriental Institute, local cultural organizations, and consulates will yield programming appealing to the general public. All events will be widely advertised, open to the public, and accessible to persons with disabilities. Evaluation. We request \$10,500 per year (4% of our total USED budget) to work with CEMSE on a collaborative evaluation plan (see §9) with the other area centers at UofC. In addition, CEERES will undergo an external evaluation in Year 3 of the grant. 8.B.1/2. Timeline, strengthening of program, effective use of resources. Table 21 and our budget narrative (App. 1) give implementation and evaluation plans for the programming described in the narrative and §9 lists our program objectives, outcomes, and measures for assessing our progress and impact. UofC's efficient use of its resources is reflected in the productivity of the area centers with minimal staffing and superb collaboration with other units across campus. CEERES' Associate Director and Outreach Coordinator, whose salaries are partially funded by USED funds, successfully administer the array of activities set forth in this narrative with oversight from the Director, who receives course relief. Increased effectiveness comes from collaboration among area centers in addressing

language instruction needs, curriculum development, and coordinated outreach endeavors.

<b>Table 21. Programming Initiatives for AYs 14-18 (highlights)</b>		
<b>Title</b>	<b>Year</b>	<b>Collaborators</b>
<b>Conferences</b>		
<i>Conference on North Caucasus</i> ** Bring together American, West European, and Russian scholars with peers from the Caucasus Region to assess the current state of knowledge and outline new critical directions.	2014-15	NWH, Ling, Franke
<i>Politics and Authority in Putin's Russia</i> ** Work on analyzing, understanding and categorizing Russia under Putin's leadership	2014-15	PoliSci, IOP, Anthro
<i>Seeing Sochi: Conference and Research Project</i> ** Digital mapping project tracing the history of the greater Sochi region (pre-Russian history, Soviet model health resort, showcase for new Russia).	2015-16	Humanities Computing, Slavic, GHI
<i>Russian Modernist Poetry: Conference and Research Project</i> Assess state of field, consider possibilities for integrating with digital humanities.	2015-16	Humanities Computing, Slavic, CompLit
<i>Arctic Languages Conference</i> Bring together linguists, anthropologists, climate change scientists, economists, policy makers to discuss scientific, social and human impacts on Arctic region.	2015-16	Ling, Slavic, Anthro, GHI, PGE, Harris School
<i>Czech New Wave Conference</i> 50th anniversary of omnibus film "Pearls of the Deep." Bring dir. Milos Forman, scholars of Czech New Wave to UofC.	2015-16	Ling Slavic Anthro
<i>The Creation of Central Asian Culture Conference</i> Assess state of field in light of growth of Central Asian Studies at UofC and the U.S.	2017-18	Slavic, NELC, CESC, CMES*
<i>Collapse of Empires Symposium</i> (Zahra, Hillis, Shissler, Gilburd)** 100th anniversary of collapse of Habsburg, Russian and Ottoman Empires	2017-18	Slavic, Ling., NELC, CMES*
<b>Workshops</b>		
<i>Chicagoland Russian History Kruzhok</i> , (Hillis, Gilburd) Build on discussions of current research among Chicago area faculty to host 1-2 historians per year from other U.S. institutions.	annual	UC, NWU, UIC, Loyola, DePaul, NEIU, NIU, Roosevelt
<i>Midwest Russian History Workshop and Midwest East Central Europe Workshop</i> Host each rotating annual workshop once during grant cycle.	TBD	Various Midwest Colleges and Universities*
<b>Exhibits/Film Series/Performances</b>		
<i>Migration and Material Culture Workshops</i> ** Bring together curators, public historians, and scholars to consider the relationship between migration and material culture from several disciplinary perspectives.	2014-15	Neubauer, History
<i>Georgian Film Series</i>	2015-16	CLC, DOC Films, FSC, CMS
<i>Four Corners East European Food and Music Festival</i> Popular culture topic that can be looked at from scholarly perspective and also engage general public.	2014-15	Slavic, UIC, Polish Consulate, local restaurants
<b>Teacher Training/Curriculum Development</b>		
<i>Language Pedagogy Certificate</i> Develop new certificate program with CLC, CTL and other peer institutions.	annual	CLC, CTL, area centers, Ivy League partners*
<i>Internationalizing Curriculum Projects with CCC Workshops</i> Training to introduce international content into CCC courses; produce materials for CCC students who intend to use foreign languages in careers or seeking to transfer into international/area studies programs at 4-yr colleges.	annual	CLC, CCC, area centers*
<b>Student Professional Development</b>		
<i>IL Olympiada of Spoken Russian</i> Bring together high school students for Olympiada and cultural activities.	annual	ACTR, UIUC*, Slavic
<i>Polish Essay Contest</i> Engage students of Polish across Chicago in contest and following award ceremony.	annual	Slavic, UIC, Polish Consul., city schools/colleges
<b>*denotes other NRC's    **denotes events that are part of CEERES "Interrogating Empire" programming theme</b>		

Cooperation is facilitated through regular meetings of Associate Directors and Outreach Coordinators, a shared business manager in the SSD Local Business Center, and Graduate Student Affairs, which helps coordinate FLAS administration.

8.C. Cost in relation to objectives. CEERES stretches USED funds with support from other sources. The current ratio of UofC support for CEERES area studies to our Title VI request is more than 30:1. Programs are developed in cooperation with other units, campus-wide organizations, and other universities. UofC's curriculum is remarkable for its commitment to language and area instruction. The significant number of PhD degrees conferred on our concentrators (66 in 2010-13) with a placement rate of 88% (Table 22) demonstrates that our resources are effectively spent on preparing the next generation of CEERES educators and professionals.

8.D. Long-term impact on UG, graduate, and professional training programs. We expect to 1) enhance our already strong language offerings and develop more models for assessing language proficiencies; 2) strengthen instruction in South Slavic and Eurasian languages and cultures; 3) continue to expand teacher training programs and cooperative outreach in Chicago's K-12 and post-secondary schools, with new efforts to reach community colleges and MSIs; 4) provide access to resources for those educators to network with internationally-focused colleagues, attend professional development workshops, and build international curricula; and 5) train qualified experts in our region. We will build on the strengths created by new faculty hires for increased area coverage and interdepartmental cooperation. Programming initiatives were all solicited from current faculty, who will work directly with CEERES on their implementation. CEERES will support new courses, visiting scholars, collaborative and interdisciplinary events, and develop a wide variety of outreach activities such as public lectures, workshops, conferences, exhibits, and

films for the large, diverse populations on our campus and in the global city of Chicago. The input of our Executive Committee, regular communication with our affiliated faculty and students, UofC units, and community members, as well as our rigorous evaluation plan will ensure the effective impact of our programming together with our responsiveness to interests and needs.

## **9. Impact and evaluation**

9.A. Enrollments, graduate placements, participation rates, usage. As can be seen from Table 22, UofC has placed 51 PhDs with CEERES training in higher education and 6 in non-profit/profit professions, including one in the military. The success of CEERES-focused grad students in winning competitive fellowships, e.g. Fulbright-Hayes, IREX, SSRC, ACLS, is also a measure of the impact of training in the CEERES region. Of the 446 CEERES BA majors and minors in 2010-13, 95 (21%) went directly on to graduate or professional schools and 181 (41%) secured employment prior to graduation in Education, the Federal Gov't, Non-Profits, and for-profit organizations. Recent BAs have also earned prestigious Fulbright awards to conduct research abroad in the CEERES region (Macedonia, Tajikistan, Russia) prior to entering graduate school or the work force. 9.B. Equal Access for Underrepresented Groups UofC promotes and supports diverse representation among students, faculty, staff, and business relationships through the offices of Minority Issues, Business Diversity, Civic Engagement, Multicultural Student Affairs, LGBTQ Student Life, Disability Services, and Program Development (focused on women). For undergraduates, the Chicago Academic Achievement Program assists first-generation college students and students who receive need-based aid, among others; UChicago Promise increases access for students from the City of Chicago by ensuring that they graduate from UofC debt-free; and Odyssey, a scholarship program that began with a \$100 million gift, enables students with

**Table 22. PhD Employment AYs 10-13**

Discipline	Job Placement	Discipline cont.	Job Placement cont.
Anthro	Harvard	Linguistics	Aristotle U., Greece
Anthro	Franklin&Marshall	Medicine	Medical Research Org.
Anthro	Johns Hopkins	Medicine	U. Chicago
Anthro	U. Chicago	Music	Reed College
Anthro	Temple U	Music	Spertus Institute
Art History	U. Chicago	Music	Columbia U.
CMS	Mortgage Broker	Music	Phil. Symphony
CompHum Devt	NYC Social Services	NELC	U. Chicago
Comp Lit	Bilkent U, Turkey	NELC	U. So. California
Comp Lit	St. Marks (K-12) TX	NELC	IT Company, Chicago
Harris School	Northwestern U.	NELC	US State Dept.
History	Lafayette College	NELC	U. Tennessee
History	NYC Israel Inst.	NELC	Darul Qasim
History	Cambridge U.	NELC	Lewis U.
History	Wake Forest U.	Poli Sci	U. Chicago
History	Rutgers U.	Poli Sci	Private Health Org
History	U. Chicago	Poli Sci	US Naval War College
History	U. Arkansas	Poli Sci	U. Chicago
History	Max Planck Inst	Poli Sci	Private Medical Firm
History	U. Chicago	Poli Sci	UIUC
Law	Seattle Law Firm	Slavic	UIC
Law	Chicago Law Firm	Slavic	U. Chicago
Law	Chicago Law Firm	Slavic	UNC-CH
Law	U.S. Congress	Slavic	U. New Mexico
Law	Chicago Law Firm	Slavic	Loyola U.
Law	Chicago Law Firm	Slavic	Middlebury College
Law	NYC Law Firm	Slavic	Translator/Interpreter
Linguistics	Max Planck Inst	Slav/Ling	Medical School
Linguistics	U. Chicago	Soc Tht	Tourism Industry

**Of 66 PhDs, 8 placements are unknown**

financial need to attend the university without assuming loans. In 2013–14, the commitment for UChicago Promise was worth \$2.2 million and Odyssey funded 1,955 students: 32% are the first in their families to go to college, 50% are students of color. This places UofC as one of the top prestigious, private institutions to recruit and fully support students from underrepresented

groups. At the graduate level, students from underrepresented populations qualify for special diversity funding. Finally, UofC's policy of affirmative action and equal opportunity, as well as its application and guidelines, are described in the attachment on GEPA. This policy is widely disseminated through announcements in all relevant media; internal compliance is monitored by an affirmative action officer.

9.C.1 Quantifiable, Outcome-Measurable, Comprehensive, Objective Evaluation Plan. The UofC

area centers have been collaborating on program evaluation, and use uniform data gathering procedures and instruments for evaluating and reporting on the impact of our activities. Since 2010, we have worked with NORC, a recognized leader in evaluating educational programs, to design survey and evaluation instruments and to locate and track placement of CEERES FLAS alumni and other alumni whose research interests focused on the CEERES region in order to provide baseline data for this next grant cycle. Surveying our alumni will continue regularly in the next grant cycle. It is noteworthy that representatives from CLAS and NORC served on the Advisory Board for Postgraduate Student Tracking Survey Group at IFLE, and helped design the national FLAS alumni survey implemented in 2013.

The current proposal continues cross-NRC collaboration with a new campus partner, Outlier Research and Evaluation, an organization that conducts programmatic research and evaluation in area schools to improve education. They are experts in assessing short- and long-term outcomes and impacts, factors affecting scalability of educational innovations, and methods for increasing data reliability and validity in longitudinal studies. Outlier's experience resonates with the needs and mission of the Title VI program, as its experience offers particular focus on our program goals and local values. An Outlier Research Director will work with the NRCs to define measurable goals as well as design the metrics and instruments to effectively capture the data to support these goals. These tools will be reviewed and adjusted each year of the grant cycle, as needed, and a comprehensive summary on projects and results from the 4-year grant cycle will be completed at the end of Year 4.

CEERES is interested in five broad, quantifiable objectives: (1) increasing the number of students achieving advanced proficiency in CEERES languages, (2) increasing the population of



graduate instructors, lecturers and faculty trained in proficiency-based instruction, (3) increasing the number of certificate, preparatory, and professional programs with international/CEERES content, (4) increasing international/CEERES content in the K-14 curricula of our outreach program participants, and (5) improving the quality of assessment tools for CEERES languages. These objectives will be met through partnerships and programs described in §§ 7, 8, 11, and the Budget Narrative using new survey tools designed together with Outlier, as well as our established common data collection methods involving the Registrar, Career Advancement, and GSA. Supplementing this evaluation plan, CEERES plans an outside evaluation for Year 3 of the grant. This evaluation will allow our faculty, administrators, and students to meet with an evaluator to voice their comments and concerns about CEERES' role and impact on campus and to suggest future projects and directions for our Center and its programs.

9.C.2 Use of recent evaluations to improve program. The most recent external evaluations of CEERES were conducted by Steven Burg (Politics, Brandeis U.) in 2008 and members of the IFLE staff (Sam Eisen, Beth MacRae and Jessica Barrett Simpson) during an on-site review in 2010. Both reports described CEERES as a vibrant resource with good physical space, excellent staff, and a diverse and active program of events. Both evaluations suggested directions in which to expand CEERES activities, and we have responded to all that are within our power, e.g. we have supplied office space to visiting faculty, we continue our efforts in cross-disciplinary engagement and community-building, and we have made concerted efforts to extend this community into the professional schools. We are a visible entity on campus, and our advice and assistance are widely sought both locally and nationally. Evaluations solicited from attendees at our public programming (teacher training workshops and academic/cultural events) are read

thoroughly and have led to improvements in how activities are planned, advertised, and implemented.

Table 23. CEERES Project Goals, Measures, and Anticipate Outcomes			9.D. Graduate
Project Goal	Data/ Measures	Anticipated Outcomes	<u>Enrollment and</u>
Increase the number of students achieving advanced proficiency in CEERES languages.	Annual Course Offerings in target languages; Summer Language Institute Offerings; Advanced Proficiency Certification.	Additional CEERES languages offered at SLI; more shared curricula through CIC; Advanced Proficiency Certificates earned in CEERES languages.	<u>Placement Data –</u>
Increase the population of language instructors trained in proficiency-based instruction.	Work with CLC to offer workshops on OPI testing and other elements of language pedagogy.	Increased number of language instructors to evaluate student proficiency. More effective language instruction.	<u>Contribution to</u>
Increase the number of certificate, preparatory, and professional programs with CEERES content.	Work with CLC, CTL, GSA, CIS to increase CEERES content in certificate programs and training programs.	New certificate programs (Adv. Proficiency and Lang. Pedagogy) as well as international content in existing ones.	<u>Improved Supply of</u>
Increase international/CEERES content in the K-14 curricula of our outreach program participants.	Increase number of participants in STI. Provide more resources (lesson plans, modules) for incorporating int'l content into courses.	Enhanced web resources for teachers and students; robust network of K-14 educators; increased number of courses with international content.	<u>Specialists.</u> Tables 10 and 22 and our
Improve the quality of assessment tools for CEERES languages.	Develop Advanced Proficiency Certificate for CEERES languages; OPI training for instructors.	Proficiency tests will be developed for all CEERES languages. Instructors will be trained in OPI methodology (some will get OPI certified).	Course List (App.2) testify to the strengths of CEERES enrollments and placements. Of particular importance is the number of CEERES area

graduates teaching in institutions of higher education. This strength both addresses the absolute priority of teacher training and reflects CEERES' primary means of meeting national needs: CEERES significantly improves the supply of specialists by training specialists who train still more specialists. Thus, while it is true that many more UofC graduates enter education than government service, it is also true that these graduates train the government employees of the future (see Nat'l Needs statement on Supplemental Info to Meet Statutory Requirements form).

Graduates are involved in publishing about the region and in foundations (e.g., MacArthur) and NGOs (e.g., Amnesty International). As noted above, our evaluation plan includes surveying our alumni to assess how CEERES-related graduates are using their language and area training. It is a requirement of the USED to obtain placement data only for recipients of FLAS awards, but CEERES intends to locate and survey all alumni (UG and grad) who concentrated on a CEERES language, culture, or region. We expect our coordinated efforts to yield a better understanding of CEERES' impact and also to expand our community of scholars as we reconnect with alumni working around the world.

#### **10. FLAS Awardee Selection Procedures**

The competition for AY and Summer FLAS fellowships involves the CEERES Executive Committee, the Deans of Students, and the Office of Graduate Student Affairs. Our procedures have been developed to ensure compliance with USED regulations and guidelines, and they guarantee that information about FLAS is distributed broadly both on campus and to applicants to all graduate and professional degree programs. At the beginning of the academic year, GSA and CEERES begin advertising the FLAS competition in campus publications, through listserves, website postings, flyers, and posters. CEERES contacts each of our affiliated faculty and all Directors of Graduate Study and admissions committees in departments, programs, and professional schools with information about FLAS for students and for posting in prominent places. GSA holds information workshops for in-residence students in November and again in January. CEERES makes a special effort to advertise the grants to professional schools and to MA programs in the Divisions: MAPH, MAPSS, CMES, and CIR. We make it a priority to solicit applications from these in order to award FLAS fellowships to those most likely to pursue careers in government service or professional fields outside of academia. Recent FLAS alumni

are currently working as Presidential Management Fellows for the federal government, as regional consultants for Amnesty International, in international finance, and they are also serving in the Peace Corps and pursuing careers in the Foreign Service. CEERES has already been addressing the new Competitive Preference Priority to give FLAS funds to students based on both merit and financial need. The current GAI gives generous 5-year financial packages to incoming graduate students but has, of necessity, forced fewer admits and smaller cohorts in departments. FLAS funds have been used to support students who were of superior merit but were admitted without GAI funding; FLAS has been essential in expanding cohorts and attracting exceptional students who might otherwise have accepted offers at other universities or gone into other fields. As an additional measure, there will be two questions added to the FLAS applications which will determine whether the student has completed a FAFSA form and what the level of parental/family contribution will be for the upcoming academic year.

Many of our UGs study languages of the CEERES region and enroll in intensive summer language programs (see § 2.4.B). All UofC application packets contain information about FLAS and the Deans of Students regularly scan applications to identify good candidates for FLAS support. If those students have not applied for FLAS, they will be asked to complete the application. FLAS application materials are available online at the CEERES website and that of GSA and also as hard copies in various campus offices. FLAS applications consist of a one-page project statement and 3 letters of recommendation, including one from a language instructor.

FLAS applications are collected by GSA and supplemented with transcripts before being delivered to the CEERES FLAS Coordinator after the application deadline (usually in early February). Applications for AY and summer FLAS awards are considered at the same meeting. The FLAS Coordinator provides copies of the applications to the FLAS Selection Committee

(consisting currently of faculty from Slavic, Ling, Anthro, and History, whose students represent the majority of our FLAS applicants) and each committee member prepares a ranked list. Factors include academic merit and need; the need for the target language to meet academic and career goals; distribution across fields, languages, and regions; and the likelihood that the candidate will complete the program/project (or, alternatively, accept admission to UofC). The committee meets shortly after admissions are closed and agrees on a final ranking of the entire list of candidates. The results are then communicated to GSA and the Deans of Students, who inform successful applicants. In April, after acceptances are known, alternates for awards are notified based on the FLAS Committee's rankings. In the case of residual summer FLAS funds, we work with other area centers on campus to combine these funds into extra full awards. We are requesting 10 AY and 5 summer FLAS awards. This request is based on the number of highly qualified applicants for our many languages and will also enable us to augment the number of MA and professional school students awarded FLAS fellowships. All of our requested FLAS eligible languages are on the USED priority languages list; it is certain that we will meet the 2<sup>nd</sup> FLAS Competitive Priority to award 25% or more fellowships in these languages.

**11. NRC Competitive Priorities.** In order to address Competitive Priority 1 for NRC institutions to jointly plan, conduct and implement activities with MSIs and CCs, the area and international centers at the University of Chicago have partnered with the City Colleges of Chicago. CCC consists of 7 campuses and 7 satellite locations and represents the largest community college district in Illinois and one of the largest in the nation. The student population of CCC is diverse; in FY2013 over 84% of enrolled students represented minority populations. Moreover, CCC's Wilbur Wright College is designated by the USED as a Hispanic Serving Institution, while Malcolm X, Kennedy-King, and Olive-Harvey Colleges are all recognized as

Predominantly Black Institutions. Almost six thousand faculty and staff help prepare more than 120,000 students each year to enter the workforce, pursue higher education and advance their careers. CCC also oversees two restaurants, five child care centers, a trade school, a pastry school, a center for distance learning, a workforce institute, a public television station, and a radio station. CCC is committed to creating an institution that ensures both student access and success around the following four goals: 1) increasing the number of students earning college credentials; 2) increasing the rate of transfer to 4-year colleges following CCC graduation; 3) improving outcomes for students needing remediation; and 4) increasing the number of ABE, GED and ESL students who advance to and succeed in college-level courses. In consultation with the CCC Provost's office, we plan for CCC faculty and students to collaborate with our area centers on numerous activities, including teacher training, curriculum development, language proficiency workshops, pre-departure orientations for faculty and students going abroad, and collaboration on a database of careers in which foreign language and area studies expertise is useful as well as a list of colleges with strong international programs into which CCC students could potentially transfer. CCC faculty will also be invited to join a larger network of MSI/CC instructors who will meet regularly to develop strategies for strengthening foreign language instruction and increasing international content in their courses and extracurricular programming.

Competitive Priority 2. The lack of a School of Education at UofC does not affect our ability to train future educators, and the resources for supporting teacher education are numerous, diverse, and effective. In the upcoming grant cycle, the area centers will collaborate with several entities on campus to support the integration of international and intercultural dimensions — including world languages — into teacher education and to promote the preparation and accrediting of foreign language teachers in the LCTLs. Our CTL researches and educates on best teaching

practices, effective evaluation methods, and innovative course design. CTL offers a wide variety of interactive workshops and seminars which address topics such as lecturing for learning, leading classroom discussions, creating course syllabi, and designing a teaching portfolio. CTL also offers individual job talk consultations, during which students practice their job talks, receive feedback, and are given a recording of the talk for personal review. CTL also has an archive of on-line resources, including tutorials and guides for skills necessary for future educators. Graduate instructors have the opportunity to apply for a Certificate in Teaching after completing a series of teaching workshops and seminars, a subject-specific pedagogy course, a teaching consultation, and a philosophy of teaching statement.

The UofC Urban Education Institute (UEI) is a multi-faceted unit engaged in research and teacher training for placement in urban schools. One of the components of UEI is the Urban Teacher Education Program (UTEP), which prepares teachers of the highest caliber for Chicago Public Schools while developing a model for urban teacher preparation. UTEP is a two-year graduate program accredited by the Illinois State Board of Education that awards a Master of Arts in Teaching (MAT) degree. Alumni then receive up to three years of post-graduation support, at no additional cost, making UTEP a unique five-year experience.

To strengthen UofC's reputation as a "teacher of teachers," our Office of Career Advancement launched UChicago Careers in Education Professions in the fall of 2012 to provide specialized preparation for students interested in pursuing careers in teaching as well as educational administration, research, and policy. It is a selective program that provides a variety of resources for students such as advising, workshops, guest speakers, teacher-training programs, partnerships with public and private local schools, internship opportunities, and visits to various education institutions.



Other campus entities also provide excellent teacher training opportunities. CAS' seminar-style workshops provide a forum where participants present their work-in-progress. Workshop groups also facilitate activities such as social gatherings, exhibition visits, concerts and film screenings, and practical experience in field-work techniques, often together with the area centers. CLC also organizes workshops, specifically pertaining to the teaching and learning of foreign languages and the assessment of student language proficiency. Our area centers collaborate with our CIS to host an annual International Education Conference and Summer Teacher Institute. The teacher training efforts of CIS and CLC extend far beyond our campus and are open to area instructors from K-12 schools, community colleges, and other post-secondary institutions.

In the course of this next grant cycle, the area centers will be able to contribute to each of these initiatives; discussions have begun to incorporate more international themes into the programs and resources offered through these units. Each of the entities described above is willing to host workshops with international content as part of their offerings, thereby diversifying their own programs and formalizing partnerships with CCs, MSIs, and other area centers.

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National Resource Center Budget

Category and Explanation	Salary % paid with federal funds	Rate	Title VI Funds				References
			2014/2015	2015/2016	2016/2017	2017/2018	
<b>A. Salaries</b>							<b>(2.5% increase each year)</b>
<u>1. Administrative</u>							
a. Associate Director, Meredith Clason	50% effort	\$68,009	\$34,005	\$34,855	\$35,726	\$36,619	Narr. 6.B.1; 6.B.2
b. Outreach Coordinator, Maureen Marshall	50% effort	\$30,750	\$15,375	\$15,759	\$16,153	\$16,557	Narr. 6.B.2
c. TBD, Student Communications Assistant	100% effort	\$12.00/hr	\$5,400	\$5,400	\$5,400	\$5,400	15 hr/week, 3 qtrs
Subtotal of Administration			\$54,780	\$56,014	\$57,279	\$58,576	
<u>2. Language Instruction</u>							
a. Bosnian, Croatian, Serbian Lecturer, Nada Petkovic-Djordjevic	5% effort	\$44,832	\$2,242	\$2,298	\$2,355	\$2,414	Narr. 4.A.1; 4.A.2
b. Georgian Lecturer, Tamra Wysocki -Niimi	40% effort	\$50,431	\$20,172	\$20,676	\$21,193	\$21,723	Narr. 4.A.1; 4.A.2
c. Central Eurasian Turkic Lecturer, Helga Anetshofer	15% effort	\$20,500	\$3,075	\$3,152	\$3,231	\$3,312	
Subtotal of Language Instruction			\$25,489	\$26,126	\$26,779	\$27,449	
<u>3. Area Studies Instruction</u>							
a. Balkan/Southeast European Literature Lecturer, Angelina Ilieva	50% effort	\$65,403	\$32,702	\$33,520	\$34,358	\$35,217	Narr. 8.A
b. Caucasian/Central Eurasian Content Course Instruction, TBD	100% effort	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	Narr. 8.A
Subtotal of Outreach Personnel			\$37,702	\$38,520	\$39,358	\$40,217	
Salaries Subtotal			<b>\$117,971</b>	<b>\$120,660</b>	<b>\$123,416</b>	<b>\$126,242</b>	

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<b>B. Fringe Benefits</b>						
Professional salaries						
1.a.	Associate Director, Meredith Clason	26.6%	\$9,045	\$9,271	\$9,503	\$9,741
1.b.	Outreach Coordinator, Maureen Marshall		\$4,090	\$4,192	\$4,297	\$4,404
2.a.	BCS Lecturer, Nada Petkovic-Djordjevic		\$597	\$611	\$626	\$642
2.b.	Georgian Lecturer, Tamra Wysocki-Niimi		\$5,366	\$5,500	\$5,637	\$5,778
2.c.	Central Eurasian Turkic Lecturer, Helga Anetshofer		\$818	\$838	\$859	\$881
3.a.	Balkan/SE European Literature Lecturer, Angelina Ilieva		\$8,699	\$8,916	\$9,139	\$9,368
	Registered Students	0.0%	\$0	\$0	\$0	\$0
1c.	TBD, Student Communications Assistant		\$0	\$0	\$0	\$0
3.b.	TBD, Caucasian/Central Eurasian Content Course Instruction	7.5%	\$375	\$375	\$375	\$375
Fringe Benefits Subtotal			<b>\$28,990</b>	<b>\$29,703</b>	<b>\$30,436</b>	<b>\$31,189</b>
<b>C. Travel</b>						
1.	Domestic Travel					
	CEERES staff to USED conferences (3 x \$1,500 per trip)		\$4,500	\$4,500	\$4,500	\$4,500
Travel Subtotal			<b>\$4,500</b>	<b>\$4,500</b>	<b>\$4,500</b>	<b>\$4,500</b>
<b>D. Supplies</b>						
1.	Production of CEERES Outreach Publications					
	a. Biannual Outreach Newsletter		\$5,000	\$5,000	\$5,000	\$5,000
	b. Brochures, posters and postcards to advertise programs		\$1,000	\$1,000	\$1,000	\$1,000
	c. Postage to mail newsletters and postcards		\$500	\$500	\$500	\$500
2.	Library Acquisitions		\$10,000	\$10,000	\$10,000	\$10,000
Supplies Subtotal			<b>\$16,500</b>	<b>\$16,500</b>	<b>\$16,500</b>	<b>\$16,500</b>

Narr. 7  
Narr. 7, 8.A

Narr. 5

Narr. 6.A.2

The University of Chicago CEERES NRC and FLAS Proposal, 2014-2017  
National Resource Center Budget

E. Other							
<b>1. Curriculum Enrichment and Language</b>							
a. Curriculum Development Awards (open to MSI/CC educators, K-12 teachers, or UoFC instructors)	CPP	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	Narr. 4.D.2; 6.A.2; 7.B; 11
b. Pedagogy Workshops for Language Instructors (open to MSI/CC educators, K-12 teachers, or UoFC instructors)	CPP	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	Narr. 4.D.2; 6.A.2; 8.D; 11
c. Shared Curricula (sharing least commonly taught languages with students on other campuses)		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	Narr. 8.A
d. Summer Language Institute		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	Narr. 2.B.5; 8.A
e. ACTFL OPI Workshop	CPP	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	Narr. 4.D.2; 8.A
<b>2. Outreach and Training</b>							
a. Invited Speaker Program		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	Narr. 7.B; 8.A
b. Lecture Series							
UoFC - UIUC Distinguished Lecturer		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	Narr. 8.A; Table 21
CESC Lecture Series		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	
World Beyond the Headlines		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
c. Conferences (see budget narrative)		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	Narr. 8.A; Table 21

The University of Chicago CEERES NRC and FLAS Proposal, 2014-2017  
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d. Film Screenings/Exhibits /Performances		\$5,000	\$5,000	\$5,000	\$5,000	Narr. 7.C; 8.A
e. K-12 Teacher/Student Development						
1. IL-IN Olympiada		\$1,000	\$1,000	\$1,000	\$1,000	Narr. 7.A
2. Internationalizing the Curriculum Workshops	CPP	\$4,000	\$4,000	\$4,000	\$4,000	Narr. 7.A; 8.A; 11
3. Polish Essay Contest		\$1,000	\$1,000	\$1,000	\$1,000	Table 21
f. Career Preparation Workshops	CPP	\$4,000	\$4,000	\$4,000	\$4,000	Narr. 11
g. Media Archiving of CEERES Activities	\$1,000/yr to HD Computing	\$1,000	\$1,000	\$1,000	\$1,000	Narr. 7.B
<b>3. Linkages with Overseas Research Centers Abroad</b>	IP					Narr. 1.A.4
a. Institutional Membership to American Research Center in Sofia (ARCS)		\$1,000	\$1,000	\$1,000	\$1,000	
b. Institutional Membership to American Research Center in the Southern Caucasus (ARISC)		\$1,000	\$1,000	\$1,000	\$1,000	
c. Institutional Membership to International Association for Southeast European Studies (AIESEE)		\$1,000	\$1,000	\$1,000	\$1,000	
<b>4. Summer Language Consortia</b>						Narr. 2.B.5
a. SWSEEL (Indiana U)		\$1,000	\$1,000	\$1,000	\$1,000	
b. CESSI (UW-Madison)		\$1,000	\$1,000	\$1,000	\$1,000	
c. BALSSI		\$1,000	\$1,000	\$1,000	\$1,000	
d. SLI (Pittsburgh)		\$1,000	\$1,000	\$1,000	\$1,000	
e. ASU-CLI (Arizona State U)		\$1,000	\$1,000	\$1,000	\$1,000	

The University of Chicago CEERES NRC and FLAS Proposal, 2014-2017  
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5. Center Evaluations							
a. Collaborative Evaluation with CEMSE/Outlier			\$5,000	\$5,000	\$5,000	\$5,000	Narr. 9.C.1
b. Evaluation of student language proficiency			\$5,000	\$5,000	\$5,000	\$5,000	Narr. 4.D.1
c. Advanced Proficiency Testing and Certificate	CPP		\$500	\$500	\$500	\$500	Narr. 4.D.1; Table 21
d. Outside evaluator			\$0	\$0	\$1,300	\$0	Narr. 9.C.1
Other Subtotal			\$66,000	\$66,000	\$67,300	\$66,000	
F. Total Direct Costs			\$233,961	\$237,363	\$242,152	\$244,431	
G. Indirect Charges	8%		\$18,717	\$18,989	\$19,372	\$19,554	
Total Costs			\$252,678	\$256,352	\$261,524	\$263,985	

The University of Chicago CEERES NRC and FLAS Proposal, 2014-17  
Foreign Language and Area Studies Fellowships Budget

Category and Explanation	Rate	Title VI Funds				References
		2014/15	2015/16	2016/17	2017/18	
<b>Academic Year Awards</b>						<b>Narr. 10</b>
Subsistence Allowance	10 grad students @ \$15,000	\$150,000	\$150,000	\$150,000	\$150,000	
Institutional Payment	10 grad students @ \$18,000	180,000	180,000	180,000	180,000	
Academic Year Fellowships Subtotal		330,000	330,000	330,000	330,000	
<b>Summer Awards</b>						<b>Narr. 10</b>
Subsistence Allowance	5 students @ \$2,500 each.	12,500	12,500	12,500	12,500	
Institutional Payment	5 students @ \$5,000 each.	25,000	25,000	25,000	-	
Summer Fellowships Subtotal		37,500	37,500	37,500	37,500	
<b>Total proposed FLAS budget</b>		<b>\$367,500</b>	<b>\$367,500</b>	<b>\$367,500</b>	<b>\$367,500</b>	



The University of Chicago CEERES NRC and FLAS Proposal 2014-17  
Budget Narrative Justification

Narrative Budget Justification -- NRC and FLAS Proposal 2014-17

The budget demonstrates the University of Chicago's commitment to engage in the priority activities requested by the U.S. Department of Education under the National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) Programs. **All of the activities in the NRC budget meet the Absolute Priority for teacher training;** we have coded/annotated those which address the NRC and FLAS Competitive Preference Priorities and the NRC Invitational Priorities.

National Resource Center Program

A. Salaries

Salaries are projected to increase by 2.5% each year. Fringe benefits are calculated @ 26.6% for benefits-eligible and 7.5% for ineligible employees.

1. Administrative

**a. Associate Director, Meredith Clason.** Funds are requested for 50% salary recovery @ \$68,009. All of the time paid by USED is for coordinating outreach endeavors (including teacher training), managing evaluation, preparing progress reports, and managing FLAS Fellowships.

**b. Outreach Coordinator, Maureen Marshall.** Funds are requested for 50% salary recovery @ \$30,750. All of the time paid by USED is for coordinating outreach events, including teacher training.

**c. Student Communications Assistant, TBD.** Funds are requested for 100% salary recovery @ \$5,400. This employee will publish our weekly electronic bulletin, assist in maintaining our Center's website, collect data for IRIS reporting, and other office projects as needed.

2. Language Instruction (FLAS Competitive Priority 2)

**a. Bosnian/Croatian/Serbian (BCS) Language Instructor, Nada Petkovic-Djordjevic.** Funds are requested for 5% salary recovery @ \$44,832. She will teach 3 classes per quarter in beginning, intermediate, and advanced BCS in project years 1-4.

**b. Georgian Language Instructor, Tamra Wysocki-Niimi.** Funds are requested for 40% salary recovery @ \$50,431. She will teach 2 classes per quarter in beginning, intermediate, and/or advanced Georgian in project years 1-4.

**c. Central Asian Turkic Languages Instructor, Helga Anetshofer-Karateke.** Funds are requested for 15% salary recovery @ \$20,500. She will teach 1 class per quarter in beginning, intermediate, and/or advanced Uzbek in project years 1-4.

Competitive: light blue shading; Invitational: dark blue shading

The University of Chicago CEERES NRC and FLAS Proposal 2014-17  
Budget Narrative Justification

**3. Area Studies Instruction**

- a. Balkan/Southeast European Literature Lecturer, Angelina Ilieva.** Funds are requested for 50% salary recovery @ \$65,403. She will teach two classes of Balkan/Southeast European literature each quarter in project years 1-4.
- b. Caucasian/Central Eurasian Content Course, TBD.** In each of the four years, CEERES will collaborate with a degree-granting department to appoint an instructor (either a Visiting Professor or a student lecturer) to teach a CEERES-focused content course. Based on proposals vetted by our CEERES Executive Committee, the courses will focus on Central Asian or Caucasian history or culture. Funds are requested for 100% salary recovery @ \$5,000. Instructor will teach one class in one academic quarter of each project year 1-4. (Note: if the instructor is a graduate student who develops a course, this line item also addresses Competitive Preference Priority 2)

**B. Fringe Benefits**

Fringe benefits on salaries are based on the University's negotiated rates for Federal grants. Those rates are 26.6% for professional salaries, 7.5% for visiting faculty and unregistered students, and no benefits for registered students.

**C. Travel**

**1. Domestic Travel**

- a. Annual Title VI meetings, Washington, DC** (Director, Associate Director, Outreach Coordinator). 3 travelers @ \$1,500 each: airfare @ \$400 each; 3 nights in hotel @ \$250 per night; taxi @ \$140; per diem, 3 days @ \$70/day (each traveler).

**D. Supplies**

**1. Production of CEERES Outreach Newsletter**

- a. Printing and postage for two newsletters per year (500 copies)**  
\$2,500 for printing (x2) = \$5,000
- b. Brochures and postcards advertising CEERES' programs**  
Brochure reprints: \$500; Postcards: \$300; Posters: \$200
- c. Postage to mail newsletters and postcards**

**2. Library Acquisitions**

Acquisition of books, journals, microfiche, newspapers, and electronic/multimedia resources for CEERES region.

The University of Chicago CEERES NRC and FLAS Proposal 2014-17  
Budget Narrative Justification

**E. Other**

**1. Curriculum Enrichment and Language Development**

**a. Curriculum Development Awards (NRC Competitive Priorities 1 and 2)**

Funds to purchase materials (books, software, DVDs) for development or enhancement of courses and/or to create technological pedagogical materials to enhance language/area studies instruction. These funds will be advertised and available to Chicago area K-12 and MSI/community college instructors - priority given to our CCC partners - and University of Chicago faculty and graduate students. (In some cases, UoC faculty may use these grant funds to hire students to assist in the creation of pedagogical materials). (5 awards x \$1000)

**b. Pedagogy Workshops for Language Instructors (NRC Competitive Priorities 1 and 2)**

The University of Chicago CLC regularly hosts workshops on aspects of and best practices in language pedagogy. Starting in 2015, additional workshops will be offered through our new Summer Language Institute. These workshops are open to the university community, as well as K-12 language teachers and instructors from MSIs/CCs and other 4-year colleges. Funds will pay travel expenses and professional service fees for invited speakers. Workshop will be open to public and advertised widely on regional college campuses and to K-12 teachers. (4 speakers @ \$500).

**c. Shared Curricula (FLAS Competitive Priority 2)**

The CLC has just begun to enable some of its least commonly taught languages through shared curricular models. In 2014-15, Georgian and Armenian will be shared courses with CIC through the Traveling Scholar Program. Funds will be used for software to enable remote teaching/learning, materials for use in language classrooms, and professional development for instructors. Software: \$500; course materials: \$500; Professional development funds (2 x \$500)

**d. Summer Language Institute (FLAS Competitive Priority 2)**

The CLC has taken over administration for all language courses offered at UChicago in the summer quarter. CEERES will support shared expenses for films and materials for cultural activities, including excursions to language/culture sites and events in Chicago. In 2015, we are expecting that Russian, Georgian, Turkish, and BCS will be offered. CEERES has budgeted \$1,500 for these expenses.

**e. ACTFL OPI Workshops (NRC Competitive Priority 1 and 2)**

CLC plans to offer ACTFL OPI Workshops in English each year of the grant. These workshops serve as gateways to OPI training in other languages. In Year 1, the workshop will be open only to UChicago language instructors. Starting in Year 2 of the grant, the workshop will be open to K-12 language teachers and language instructors from local institutions, including our partners at City Colleges of Chicago, and other 2- and 4-year colleges. CEERES funds will be used toward the fee for ACTFL trainers to instruct the workshop and for shared expenses for materials and venue in which to hold the workshop.

The University of Chicago CEERES NRC and FLAS Proposal 2014-17  
Budget Narrative Justification

**2. Outreach and Training**

**a. Invited Speaker Program**

These public lectures will be co-sponsored with various departments on our campus, Council on Advanced Studies Workshops, and Chicago cultural organizations. Funds will be used for travel expenses or speaker fees (10 speakers at \$500 each).

**b. Lecture Series**

**1. UChicago-UIUC Distinguished Lecture Series**

In 2014-17, UC and UIUC plan to formally collaborate on a Distinguished Lecture Series, in which faculty on the two campuses will select one senior scholar per year to visit both campuses to give at least one public lecture on each campus and to meet with interested faculty and students in relevant departments and programs. Travel expenses will be shared, reducing the cost for each campus. (1 speaker per year @ \$1,500)

**2. CESC Lecture Series**

CEERES has been collaborating with the Central Eurasian Studies Committee (CESC) on an annual lecture series where we bring in scholars in Central Asian Studies to give a public lecture and meet with individual faculty and students. CEERES funds will support travel expenses for one speaker per quarter in each year of the grant (3 x \$500).

**3. World Beyond the Headlines Lecture Series**

CEERES regularly co-sponsors lectures in this series, organized by our Center for International Studies. We will identify two CEERES-focused speakers in each year and offer funds to defray travel expenses (2 x \$500)

**c. Conferences**

CEERES plans to co-sponsor several interdisciplinary conferences during the four year grant cycle. Each of these conferences will involve financial and logistical collaboration with other departments on our campus or at other NRCs. NRC funds will support travel expenses for invited speakers. All events will be open to the public.

**Project Year 1 (2014-2015) [Total conference budget line: \$10,000]**

1. "North Caucasus: Focus on Dagestan" [Spring 2015] (5 speakers @ \$1,000)
2. "Politics and Authority in Putin's Russia" [Winter 2015] (3 speakers @ \$1,000)
3. "Chicagoland Russian History Kruzhek" [throughout academic year] (2 speakers @ \$500)
4. "Four Corners East European Food and Music Festival" [Spring 2015] (2 speakers @ \$500)

## The University of Chicago CEERES NRC and FLAS Proposal 2014-17

### Budget Narrative Justification

#### **Project Year 2 (2015-2016) [Total conference budget line: \$10,000]**

5. "Multilingualism in the Balkans" [Fall 2015] (4 speakers @ \$1,000)
6. "Seeing Sochi: Conference and Research Project" [Spring 2016] (2 speakers @ \$1,000)
7. "Russian Modernist Poetry: Conference and Research Project" [Winter 2016] (2 speakers @ \$1,000)

8. "Chicagoland Russian History Kruzok" [throughout academic year] (2 speakers @ \$500)

9. Midwest Russian History Workshop [Fall 2015 or Spring 2016] (2 speakers @ \$500)

#### **Project Year 3 (2016-2017) [Total conference budget line: \$10,000]**

10. Arctic Languages Conference [Winter 2017] (6 speakers @ \$1,000)

11. "Czech New Wave Conference" [Fall 2016] (2 speakers @ \$1,000)

12. "Chicagoland Russian History Kruzok" [throughout academic year] (2 speakers @ \$500)

13. Midwest East Central Europe Workshop [Spring 2017] (2 speakers @ \$500)

#### **Project Year 4 (2017-2018) Total conference budget line: \$10,000]**

14. "Creation of Central Asian Culture" [Fall 2017] (2 speakers @ \$1,000)

15. "Collapse of Empires Symposium" [Winter 2018] (5 speaker @ \$1,000)

16. "Chicagoland Russian History Kruzok" [throughout academic year] (2 speakers @ \$500)

17. "Soviet Culture at War" [Spring 2018] (2 speakers @ \$1,000)

#### **d. Film Screenings, Exhibits, and Performing Arts**

CEERES regularly collaborates with other organizations on campus and in the community on film screenings and festivals, as well as artistic exhibits and musical and artistic performances. These are not planned out for each of the 4 years with the exceptions of the events listed below. Funds will cover speaker/artist travel or speaker fees; costs of mounting an exhibit; shipping fees for reels of film; rental of venue for an event (5 events per year @ \$1,000).

1. Milcho Manchevski Retrospective [Spring 2015] (\$1,000)

2. Migration and Material Culture exhibit [2014-15] (with Neubauer Collegium) (\$1,000)

3. Georgian Film Series [through 2015-16] (\$1,000)

#### **e. K-12 Teacher/Student Development**

##### **1. Annual IL Olympiada of Spoken Russian (NRC Competitive Preference Priority 2)**

Starting in 2014-15, IL will have its own Olympiada (we have previously done this jointly with IN). Partnering with UIUC, we will alternate campuses and share the financial and logistical tasks associated with the event. Funds will pay for rental of venue; travel expenses for teachers and students to get to Chicago or Urbana; fees for judges; expenses associated with cultural activities for the students and a teacher training workshop for the teachers during the Olympiada. (\$1,000 per year).

Competitive: light blue shading; Invitational: dark blue shading



The University of Chicago CEERES NRC and FLAS Proposal 2014-17  
Budget Narrative Justification

**2. Internationalizing the Curriculum Workshops (NRC Competitive Preference Priorities 1 and 2)**

Annual Summer Teacher Institute (organized with other University of Chicago Area Centers) and additional teacher training workshops, open to K-12, MSI/CC, and other regional educator and administrators (4 speakers @ \$1,000 each).

**3. Polish Essay Contest**

With UIC, we will engage student of Polish throughout Chicago in an essay contest and event for the students and teachers to come together to network and present awards to winners. Funds will be used for judges and shared expenses for the culmination event.

**f. Career Preparation Workshops (NRC Competitive Priority 2)**

CEERES and the other area centers on campus will work with units already offering teacher training and career preparation activities in order to ensure and expand international content in their programming. We will partner with CTL, Career Advancement, UTEP, and GSA to add international and foreign language focus in their repertoire of programs and resources. Funds will pay for travel expenses and speaker fees for instructors to lead these workshops (4 workshops @ \$1,000).

**g. Media Archiving of CEERES Activities**

Annual payment to Humanities Computing for University of Chicago server space to house our website and archival recordings of CEERES events, as well as technical support for these multimedia projects. (\$1,000 per year).

**3. Linkages with Overseas Research Centers Abroad**

**a. Institutional Membership to American Research Center in Sofia (NRC Invitational Priority)**

ARCS is an American Overseas Research Center dedicated to facilitating academic research in Bulgaria and collaboration between scholars from North America and former communist countries in Southeast Europe (Albania, Bulgaria, Macedonia, Romania, Serbia, Kosovo, and Montenegro).

**b. Institutional Membership to the American Research Institute in the Southern Caucasus (ARISC) (NRC Invitational Priority)**

ARISC is an American Overseas Research Center that encourages and supports scholarly study of the Southern Caucasus states (Armenia, Azerbaijan, and Georgia). ARISC provides a stable American presence in each country in order to facilitate research and to establish and nurture ties among institutions and individuals.

**c. Institutional Membership to the International Association for Southeast European Studies (AIESEE) (NRC Invitational Priority)**

AIESEE aims at promoting the interdisciplinary study of Southeastern Europe and its relationship with the rest of Europe and the world. It provides resources for Americans conducting scholarly research on Southeast Europe.

The University of Chicago CEERES NRC and FLAS Proposal 2014-17  
Budget Narrative Justification

**4. Summer Language Consortia**

**a. Summer Language Consortia**

These summer programs complement the University of Chicago's academic year language offerings and will enable students to achieve greater proficiency in our LCTLs as well as enhancing pedagogy. We will contribute \$1,000 per year to each of these institutions (University of Pittsburgh SLI, Indiana University SWSEEL, ASU-CLI, UW-Wisconsin's BALSIL, and the new Central Eurasian Studies Summer Institute, also at UW-Madison). We will also target appropriate summer FLAS applicants for these programs.

**5. Center Evaluation Activities**

**a. Collaborative Evaluation Plan with Outlier (CEMSE)**

All international and area centers at UoC will engage experts at Outlier, the research and evaluation arm of the Center for Elementary Math and Science Education (CEMSE) to assist in developing tools with which to evaluate our programs and analyze the impact of our programming. Total costs will be \$5,000 per year (per Center).

**b. Evaluation of Student Language Proficiency**

CEERES will work with Slavic Languages & Literatures on a targeted evaluation of their language students to assess the proficiency levels of students coming out of each level of instruction. Funds will be used to bring in an expert to evaluate on language per year (Polish in Year 1; BCS in Year 2; Russian in Year 3; Georgian in Year 4) (Airfare: \$500; Hotel, 5 nights @ \$200 = \$1,000; Taxis: \$200; Meals, \$300; Contractor fee: \$3,000)

**c. Advanced Proficiency Testing and Certificate (NRC Competitive Priority 2)**

In tandem with the evaluation of student language proficiency, CEERES will work with the CLC on their new initiative to offer Advanced Proficiency Testing to graduate students. Students passing the test will be awarded a certificate, and an annotation will be included on these students' transcripts. The certificate serves as an incentive for graduate students, especially those who are not using the language in their main research, to reach advanced proficiency in a structured targeted manner. Our goal is to fund 10 students per year to take the Advanced Proficiency Test @ \$50 per student.

**d. Outside Evaluator**

To complement the evaluation plan described in Section 9, we will bring in an external evaluator in Year 3 of the grant. Funds will be used to pay travel expenses and a consulting fee (Airfare: \$400; Hotel, 3 nights @ \$200=\$600; Taxis: \$150; Food, 3 days @ \$50/day=\$150)

Competitive: light blue shading; Invitational: dark blue shading



The University of Chicago CEEERES NRC and FLAS Proposal 2014-17  
Budget Narrative Justification

**Foreign Language and Area Studies Fellowships Program**

The Foreign Language and Area Studies Fellowships budget can only cover stipends and institutional payments for the students receiving FLAS awards. However, as noted above, the funding that our NRC budget contains for foreign language instruction addresses the FLAS Competitive Priority and allows CEEERES to give more than 25% of our awards to students studying priority languages as defined by the USED. Our newly restructured Summer Language Institute also meets this priority by offering some of these priority languages in programs which were designed explicitly to meet FLAS-eligibility criteria.

# Appendix 2: Course List

University of Chicago Center for East European, Russian and Eurasian Studies (CEEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
ANCM 34606	Byzantine Military History	Kaegi					Aut		HIST 22002, HIST 32002, NEHC 20510, NEHC 30510	100%	
ANCM 36700	Byzantine Empire: 1025-1453	Kaegi					Aut		HIST 21703, HIST 31703, NEHC 20507, NEHC 30507	100%	
ANCM 33600	Ancient Sparta	Hall	Sum	4	14	0				50%	
ANCM 38609	Greek and Roman Historiography	Hawkins	Win	23	10	0	Win		HIST 20503, HIST 30503, CLCV 28609, CLAS 38609	50%	
ANCM 42111	Law and the City in Athens and Rome	Ando	Aut	1	9	0		Aut	CLAS 42111, HIST 71003, CLAS 32111	50%	
ANCM 42113	Law and the City in Athens and Rome	Ando	Win	0	7	0		Aut	CLAS 42113, HIST 71004	50%	
ANTH 22820	Migration and Marginality: Interdisciplinary Perspectives	Simeone	Aut	21	0	0			INST 29245, HMRT 29245, HIST 29510	50%	Primary focus on Europe
ANTH 23820	Nations and Nationalism	Goncalves	Win	1	20	0	Win	Win	LACS 28612, LACS 38612, HIST 36211, ANTH 33810	25%	Unit on Russia and East Europe
ANTH 24315	Culture, Mental Health Psychiatry	Raikhel	Win	71	23	1		Win	CHDV 23301, CHDV 33301, ANTH 35115, HIPS	50%	Heavy focus on Eurasia
ANTH 25102	Local Bodies, Global Capital	Jasarevic	Aut	15	0	0		Aut	INST 27501, CHDV 27501	50%	Focus on Former Yugoslavia
ANTH 25116	Magic Matters	Jasarevic	Win	14	0	0			INST 27701, CHDV 25116	50%	Focus on Eastern Europe
ANTH 25200	Approaches to Gender in Anthropology	Gal	Win	26	1	0		Win	GNSE 25201	50%	Focus on Eastern Europe
* ANTH 25908	Balkan Folklore	Ilieva	Win	20	2	1	Win	Win	CMLT23301	100%	
ANTH 26710	Ancient Landscape-1: Near East	Branting	Aut	14	9	0	Aut	Aut	NEAA 20061, GEOG 25400, GEOG 35400, NEAA 20062, GEOG	50%	Turkey, Central Asia included
ANTH 26711	Ancient Landscapes-2	Branting	Win	4	6	0	Win	Win	NEAA 30061, ANTH 25800, GEOG 35800, NEAA 20062, ANTH	50%	Turkey, Central Asia included
ANTH 26715	Rise of the State in the Near East	Stein	Win	7	4	0			NEAA 30062, ANTH 30030, ANTH 36715	25%	Turkey included
ANTH 28415	Rights of the Living/Rites for the Dead	Marshall	Win	18	9	1			HMRT 21901, LACS 21901	50%	Focus on Caucasus
ANTH 30000	Anthropological Theory	Cohen	Win	5	8	1		Win	ANTH 21107	25%	Examples from Eastern Europe
ANTH 32140	Digital Socialities	Cohen	Aut	13	11	0			ANTH 22140	25%	Examples from Eastern Europe

Course credits are measured in units, with 100 units for each language and area course. \* Denotes courses supported with Title VI funds.

## Appendix 2: Course List

University of Chicago Center for East European, Russian and Eurasian Studies (CEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
ANTH 37201	Language In Culture-1	Gal	Aut	3	28	1		Aut	LING 31100, PSYC 47001, CHDV 37201	50%	Focus on Eastern Europe
ANTH 40210	The Global Corporation	Cohen	Aut	0	7	0		Aut		25%	Examples from Eastern Europe
ARME 10101	Elementary Modern Armenian	Haroutunian	Aut	1	1	0	Aut	Aut	EEUR 21100, EEUR 31100, LGLN 10101	100%	
ARME 10102	Elementary Modern Armenian	Haroutunian	Win	1	2	0	Win	Win	EEUR 21200, EEUR 31200, LGLN 10102	100%	
ARME 10103	Elementary Modern Armenian	Haroutunian	Spr	1	2	0	Spr	Spr	EEUR 21300, EEUR 31300, LGLN 10103	100%	
ARME 10501	Intro to Classical Armenian	Haroutunian	Aut	0	1	0		Aut	ANCM 32212, LGLN 10501	100%	
ARME 20101	Intermediate Modern Armenian	Haroutunian	Aut	0	1	0	Aut	Aut	LGLN 20101	100%	
ARME 20102	Intermediate Modern Armenian	Haroutunian	Win	0	1	0	Win	Win	LGLN 20102	100%	
ARME 20103	Intermediate Modern Armenian	Haroutunian	Spr	0	1	0	Spr	Spr	LGLN 20103	100%	
ARTH 17107	Athenian Vase-Painting: Wine, Myth and Politics	Neer					Win		CLCV 17113	100%	
ARTH 17205	Islamic Gardens in Landscape and Image	Berlekamp					Win		NEHC 17205	25%	
ARTH 14307	Greek Art & Arch. I: From the Bronze Age to the Persian Wars	Neer	Aut	22	0	0			CLCV 21812	100%	
ARTH 15600	20th Century Art	Jackson	Aut	44	0	1	Spr	Spr		25%	
ARTH 16809	Islamic Art & Architecture 1500-1900	Berlekamp	Spr	25	0	0	Spr	Spr	NEAA 10631	25%	
ARTH 17015	Blood, Sweat, and Tears: The Sacred Image in Byzantium	Badamo	Win	14	0	1				100%	
ARTH 17409	The 1930's as Culture Laboratory	Miller	Spr	18	0	0				25%	Student research focused on EE
ARTH 17610	Modernism	Ward	Spr	13	0	1				25%	Student research focused on EE
ARTH 20202	Central European Avant-Gardes & the Discourse of Modernization	Rejniak Majewska	Spr	8	2	0			EEUR 20200, EEUR 30200, ARTH 30202	100%	

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**Appendix 2: Course List**  
University of Chicago Center for East European, Russian and Eurasian Studies (CEEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
ARTH 23400	Art, Architecture, and Identity in the Ottoman Empire	Berlekamp	Win	6	7	2			ARTH 33400, NEAA 20801, NEAA 30801	100%	
ARTH 28600	Hist Of International Cinema-2	Tsivian	Win	31	10	3	Win	Win	CMSI 28600, ARTH 38600, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, ENGI 48900, MAPH CMSI 28300, ARTH 28500, CMLT 22400, CMLT 32400, CMST 48500, ENGL 29300, ENGI 48700 MAPH	25%	Many examples from Russian/Soviet film
ARTH 38500	History Of Intl Cinema-1	Lastra	Aut	22	8	2	Aut	Aut	CMST 48500, ENGL 29300, ENGI 48700 MAPH	25%	Many examples from Russian/Soviet film
ARTH 42911	21st Century Art	Jackson	Spr	2	18	0	Spr	Spr	ARTV 39901	25%	Many examples from Russian/Soviet art
ARTH 43340	Pindar: Ritual, Poetics, Monuments	Maslov	Spr	3	4	0			CDIN 44912, CMLT 42801, GREK 44912	100%	
ARTH 44502	The Aesthetics of Socialist Realism	Bird	Aut	0	11	0			RUSS 34502, CMST 44510	100%	Many examples from Russian/Soviet film
ARTH 18109	Visual Style in Still and Moving Images	Tsivian								25%	Many examples from Russian/Soviet film
ARTH 40301	Modernism/Postmodernism/Everythingism	Jackson					Spr		ARTV 40301	25%	Many examples from Russian/Soviet art
ARTH 47201	Montage: History, Theory, Practice	Tsivian					Spr		CMST 67201, CMLT 51400	25%	Many examples from Russian/Soviet film
* BCSN 10100	Elem Bosnian/Croatian/Serbian	Petkovic	Aut	5	1	0	Aut	Aut	BCSN 31000	100%	
* BCSN 10200	Elem Bosnian/Croatian/Serbian	Petkovic	Win	5	0	0	Win	Win	BCSN 31100	100%	
* BCSN 10300	Elementary Bosnian/Croatian/Serbian	Petkovic	Spr	5	0	0	Spr	Spr	BCSN 31200	100%	

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**Appendix 2: Course List**  
University of Chicago Center for East European, Russian and Eurasian Studies (CEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	I213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
* BCSN 20100	Intermediate Bosnian/Croatian/Serbian	Petkovic	Aut	1	0	1	Aut	Aut	BCSN 32000	100%	
* BCSN 20200	Intermediate Bosnian/Croatian/Serbian	Petkovic	Win	1	1	1	Win	Win	BCSN 32100	100%	
* BCSN 20300	Intermediate Bosnian/Croatian/Serbian	Petkovic	Spr	1	1	1	Spr	Spr	BCSN32200	100%	
* BCSN 30100	Advanced Bosnian/Croatian/Serbian	Petkovic	Aut	0	1	0	Aut	Aut		100%	
* BCSN 30200	Advanced Bosnian/Croatian/Serbian	Petkovic	Win	1	1	0	Win	Win		100%	
* BCSN 30300	Advanced Bosnian/Croatian/Serbian	Petkovic	Spr	0	3	0	Spr	Spr		100%	
* BCSN 40100	Advanced Reading and Composition	Petkovic	Aut	0	1	0		Aut		100%	
* BCSN 40200	Advanced Reading and Composition	Petkovic	Win	1	0	1		Win		100%	
* BCSN 40300	Advanced Reading and Composition	Petkovic	Spr	0	1	0		Spr		100%	
CHDV 43302	Illness and Subjectivity	Raikhel	Spr	4	14	0		Spr	ANTH 51305	25%	Many examples from Russia
CLAS 36508	Economy and Society in Ancient Greece & Rome	Hawkins	Spr	23	10	1		Spr	HIST 21005, HIST 31005, CLCV 26508 CMLT 22302, CMLT	50%	
CLAS 31113	Lit of Christian East: Late antiquity, Byzantium, Medieval Russ	Maslov					Spr		32302, CLCV 21113, SLAV 22302, SLAV 32302, HCHR 34604 RI.IT 34604 CMLT 42802, SLAV 42802, GRMN 42814	100%	
CLAS 42813	Concepts, Metaphors, Genealogies	Maslov					Spr			100%	
* CMLT 23902	Gender in Balkans: Wounded Men, Sworn Virgins, Eternal Mothers	Ilieva					Aut	Aut	SOSL 27601, SOSL 37601, CMLT 33902, GNSE 27607	100%	
CMLT 22301	War and Peace	Nickell	Aut	19	3	2			RUSS 22302, RUSS 32302, HIST 23704, FNDL 27103, ENGL 28912, ENGL 32302 CMLT 32301	100%	
* CMLT 23201	Returning the Gaze: The Balkans and Western Europe	Ilieva	Aut	2	1	0	Aut	Aut	SOSL 27200, SOSL 37200, CMLT 33201, NEHC 20885, NEHC 30885	100%	

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## Appendix 2: Course List

University of Chicago Center for East European, Russian and Eurasian Studies (CEEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
* CMLT 23401	The Burden of History: The Nation and Its Lost Paradise	Ilieva	Win	6	0	0		Win	SOSL 27300, SOSL 37300, CMLT 33401, NEHC 20573, NEHC 30573, RUSS 23501, RUSS 33501, CMLT 33502	100%	
CMLT 23502	Bakhtin and Lotman: from Polyphony to Semiosphere 20th Century Russian & South	Steiner	Win	2	2	0			SOSL 26900, SOSL 36900, RUSS 26900, RUSS 36900, CMLT 36902	100%	
CMLT 26902	East European Emigre Literature	Ilieva	Aut	6	3	0			RUSS 26900, RUSS 36900, CMLT 36902	100%	
CMLT 31600	Marxism And Modern Culture	Kruger	Win	0	17	1			ENGL 32300	25%	
CMLT 46902	South Asia From the Peripheries: Afghanistan, Pakistan and the Transnational	Perkins	Aut	1	8	0			SALC 46902, NEHC 46902, HIST 46601	25%	
CMST 34401	Czech New Wave Cinema	Sternstein	Aut	16	3	0			CZEC 26700, CMST 34401, CZEC 36701	100%	
CMST 24404	From Post-war to Post-wall: A History of Polish Film	Kosmala	Spr	14	1	0			POLI 22400	100%	
CMST 14502	Cinema and Poetry: The Modern City	Bird					Spr		SLAV 20016	100%	
CMST 24405	Kieslowski's French Cinema	Shallcross					Spr		CMST 34405	50%	
CRES 20001	Jewish History and Society I	Schloen	Aut	18	3	0	Aut	Aut	JWSC 20001, NEHC 20401, NEHC 30401, HIST	50%	
CZEC 24404	Imagining Prague	Peters					Spr			100%	
CZEC 27700	Kafka in Prague	Sternstein						Spr			
CZEC 27801	Bohumil Hrabal: Too Loud a Solitude	Sternstein					Win		FNDL 22307	100%	
CZEC 10100	Elementary Czech	Hilchey	Aut	1	2	0	Aut	Aut		100%	
CZEC 10200	Elementary Czech	Peters	Win	0	2	0	Win	Win		100%	
CZEC 10300	Elementary Czech	Hilchey	Spr	0	2	0	Spr	Spr		100%	
CZEC 20100	Intermediate Czech	Peters	Aut	0	1	0	Aut	Aut		100%	
CZEC 20200	Intermediate Czech	Peters	Win	0	1	0	Win	Win		100%	
CZEC 20300	Intermediate Czech	Peters	Spr	0	1	0	Spr	Spr		100%	
EEUR 20766	Shamans and Oral Poets of Central Asia	Arlik					Spr		NEHC 20766, ANTH 25906, NEHC 30766,	100%	
EEUR 20900	Structure of Albanian	Friedman					Spr			100%	

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## Appendix 2: Course List

University of Chicago Center for East European, Russian and Eurasian Studies (CEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG/Grad	Oth	I314	I415	Crosslistings	%	Content Notes
EEUR 21000	Romani Language and Linguistics	Friedman					Spr		100%	
EEUR 29301	East European Horror Cinema	Sternstein					Aut		100%	
* EEUR 21400	Elementary Georgian	Wysocki-Niimi	Aut	4	1	1	Aut	GEOR 22100, GEOR 32100, EEUR 31400, LGLN 22100, LGLN 32100	100%	
* EEUR 21700	Introduction to Georgian Culture and History	Wysocki	Spr	6	1	0	Win	GEOR 21700, GEOR 31700, HIST 24004	100%	
EEUR 22100	Advanced Georgian	Wysocki-Niimi	Aut	1	1	1		GEOR 22700, GEOR 32700, EEUR 32100, NEHC 20765, ANTH	100%	
EEUR 23400	Introduction to the Musical Folklore of Central Asia	Arik	Spr	10	2	0	Spr	25905, EEUR 33400, MUSI 23503, MUSI 33503, NEHC	100%	
EEUR 24409	Romantic Writings: The Romantics on Romanticism	Pratt	Win	2	0	0		RUSS 24409, POLI 24409	100%	
FNDL 25300	Nabokov: Lolita	Sternstein				Aut		RUSS 23900, GNSE 24900, ENGL 28916	100%	
FNDL 26105	Solzhenitsyn	Bird				Aut		RUSS 26105	100%	
* GEOR 10003	Intensive Introductory Georgian	Wysocki-Niimi				Sum	Sum		100%	
* GEOR 10006	Intensive Introductory Georgian	Wysocki-Niimi				Sum	Sum		100%	
* GEOR 22400	Interm. Georgian - 1	Wysocki-Niimi				Aut	Aut	LGLN 22400, LGLN 32400, GEOR 32400	100%	
* GEOR 22500	Interm. Georgian - 2	Wysocki-Niimi				Win	Win	LGLN 22500, LGLN 32500, GEOR 32500	100%	
* GEOR 22600	Interm. Georgian - 3	Wysocki-Niimi				Spr	Spr			
* GEOR 31800	Structure of Georgian	Wysocki-Niimi				Spr	Spr	GEOR 21800, LING 28340, LING 38340	100%	
* GEOR 22200	Elementary Georgian	Wysocki-Niimi	Win	3	1	1	Win	LGLN 22200, LGLN 32200, GEOR 32200	100%	
* GEOR 22300	Elementary Georgian	Wysocki-Niimi	Spr	2	1	1	Spr	EEUR 21600, EEUR 31600, LGLN 22300, LGLN 32300, GEOR 32300	100%	
GEOR 22800	Advanced Georgian	Wysocki-Niimi	Win	1	1	1		LGLN 32800, LGLN 22800, GEOR 32800	100%	
GEOR 22900	Advanced Georgian	Wysocki-Niimi	Spr	1	1	1		LGLN 22900, LGLN 32900, GEOR 32900	100%	

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# Appendix 2: Course List

University of Chicago Center for East European, Russian and Eurasian Studies (CEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
GREK 10100	Intro to Attic Greek	Payne	Aut	17	3	2	Aut	Aut		100%	
GREK 10200	Introduction to Attic Greek	Shandruck	Win	13	1	0	Win	Win		100%	
GREK 10300	Introduction to Attic Greek	Gouvea	Spr	12	0	0	Spr	Spr		100%	
GREK 11100	Intro to Accelerated Greek	Asmis	Aut	8	4	1	Aut	Aut		100%	
GREK 11100	Intro to Accel Greek	Redfield	Sum	3	1	8	Sum	Sum		100%	
GREK 11200	Accel Intro to Attic Greek	Dik	Sum	3	1	3	Sum	Sum		100%	
GREK 11200	Accel intro to Attic Greek	Martinez	Win	7	5	1	Win	Win		100%	
GREK 11300	Accel Intro to Attic Greek	Brightbill	Sum	3	1	3	Sum	Sum		100%	
GREK 11300	Accelerated Intro to Attic Greek	Radding	Spr	6	1	1	Spr	Spr		100%	
GREK 20100	Intermediate Greek	Faraone	Aut	8	2	0	Aut	Aut		100%	
GREK 20100	Intermediate Greek	Keith	Sum	0	3	0	Sum	Sum		100%	
GREK 20200	Intermediate Greek	Nooter	Spr	6	0	0	Spr	Spr		100%	
GREK 20200	Intermediate Greek	Redfield	Sum	0	3	0	Sum	Sum		100%	
GREK 20300	Intermediate Greek	Redfield	Win	6	1	0	Win	Win		100%	
GREK 20300	Intermediate Greek	Dik	Sum	0	3	0	Sum	Sum		100%	
GREK 21800	Greek Epic	Lowrie	Win	10	0	0			GREK 31800	100%	
GREK 21900	Greek Orators	Martinez	Aut	5	5	1			GREK 31900	100%	
HJUD 50001	Sem: Major Problems in Mod Jewish Hist -1	Wasserstein	Aut	0	1	0			HIST 78301, NEHC 30421	50%	
HIST 13900	Intro. To Russian Civilization -1	Hillis	Aut				Aut	Aut	RUSS 25100, SOSC 24000	100%	
HIST 13900	Intro. To Russian Civilization -1	Merritt	Aut				Aut	Aut	RUSS 25100, SOSC 24000	100%	
HIST 14000	Intro. To Russian Civilization -2	Bird	Win				Win	Win	RUSS 25200, SOSC 24100	100%	
HIST 14000	Intro. To Russian Civilization -2	Nickell	Win				Win	Win	RUSS 25200, SOSC 24100	100%	
HIST 20304	The Rhetoric of Ancient Greek Inscriptions	Bresson	Aut						GREK 25513, GREK 35513, HIST 30304	100%	
HIST 20803	Aristophanes' Athens	Hall	Win						HIST 30803, CLCV 23608, CLAS 33608, ANCM	100%	
HIST 23302	Europe, 1815-1914	Craig	Win							40%	
HIST 23306	Europe, 1914 - Present	Geyer	Spr						HIST 33306	40%	
HIST 23312	Jews in Diaspora Since 1945	Wasserstein	Aut						HIST 33312, JWSC 23312	75%	

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## Appendix 2: Course List

University of Chicago Center for East European, Russian and Eurasian Studies (CEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
HIST 23602	Pushkin and His Age	Khitrova					Aut		RUSS 24101, HIST 33602, RUSS 34101	100%	
HIST 25704	Islamic History & Society-I: The Rise of Islam & the Caliphate	Donner	Aut	53	38	1		Aut	NEHC 20501, NEHC 30501, HIST 35704, ISLM 30500, RLST 20501, CMES	25%	Turkey and Central Asia included
HIST 25803	Intro. to the History of Central Asia	Bechtel					Aut		NEHC 27001	100%	
HIST 25805	Intro. to the History of Central Asia - 2	Roberts					Win		NEHC 27002	100%	
HIST 26005	Sources for the Study of Islamic History	Woods					Spr		NEHC 20605, HIST 36005, NEHC 30605	50%	
HIST 29644	The Greeks and the Persian Empire	Hawkins					Aut		CLCV 29613	50%	
HIST 31303	Byzantine Historians	Kaegi					Spr		HIST 21303	100%	
HIST 58001	Approaches to the Study of the Middle East	Walker	Aut	0	29	0	Aut	Aut	CMES 30001, NEHC 30631	25%	Turkey included
HIST 13001	History of European Civilization-1	Allen	Win	18	0	0	Win	Win		50%	
HIST 13001	History of European Civilization-1	Mannix	Win	19	0	0	Win	Win		50%	
HIST 13001	History of European Civilization-1	Purnell	Win	19	0	0	Win	Win		50%	
HIST 13001	History of European Civilization-1	Albritton Jonsson	Aut	18	0	0	Aut	Aut		50%	
HIST 13001	History of European Civilization-1	Cheney	Aut	14	0	0	Aut	Aut		50%	
HIST 13001	History of European Civilization-1	Fasolt	Aut	24	0	0	Aut			50%	
HIST 13001	History of European Civilization-1	Fletcher	Aut	17	0	1	Aut	Aut		50%	
HIST 13001	History of European Civilization-1	Padgett	Aut	16	0	0	Aut	Aut		50%	
HIST 13001	History of European Civilization-1	Tazzara	Aut	16	0	0	Aut	Aut		50%	
HIST 13001	History of European Civilization-1	Tazzara	Aut	12	0	1	Aut	Aut		50%	
HIST 13002	History of European Civilization-2	Albritton Jonsson	Win	18	0	0	Win	Win		50%	
HIST 13002	History of European Civilization-2	Craig	Spr	16	0	0	Spr	Spr		50%	

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# Appendix 2: Course List

University of Chicago Center for East European, Russian and Eurasian Studies (CEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
HIST 13002	History of European Civilization-2	Goldman	Spr	17	0	0	Spr	Spr		50%	
HIST 13002	History of European Civilization-2	Goldstein	Win	20	0	0	Win	Win		50%	
HIST 13002	History of European Civilization-2	Hillis	Win	17	0	0	Win	Win		50%	
HIST 13002	History of European Civilization-2	Ironside	Spr	19	0	0	Spr	Spr		50%	
HIST 13002	History of European Civilization-2	Tazzara	Win	17	0	1	Win	Win		50%	
HIST 13002	History of European Civilization-2	Tazzara	Win	12	0	0	Win	Win		50%	
HIST 13002	History of European Civilization-2	Wasserstein	Win	14	0	0	Win	Win		50%	
HIST 13002	History of European Civilization-2	Zahra	Win	19	0	0	Win	Win		50%	
HIST 13003	History of European Civilization-3	Tazzara	Spr	21	0	0	Spr	Spr		50%	
HIST 15602	Ancient Empires-1	Haroutunian	Aut	50	0	0	Aut	Aut	NEHC 20011, CLCV 25700	50%	
HIST 15603	Ancient Empires-2	Karateke	Win	45	0	0	Win	Win	NEHC 20012, CLCV 25800	50%	
HIST 15801	Intro To The Middle East	Donner	Spr	39	0	0	Spr	Spr	NEHC 10101	25%	
HIST 16700	Anc Meditter World-1: Greece	Bresson	Aut	22	0	0	Aut	Aut	CLCV 20700	100%	
HIST 16700	Anc Meditter World-1: Greece	Taga	Aut	19	0	1	Aut	Aut	CLCV 20700	100%	
HIST 21701	Byzantine Empire: 330-610	Kaegi	Aut	8	10	0	Aut	Aut	HIST 31701, CLCV 24306, CLAS 34306	100%	
HIST 21702	Byzantine Empire: 610-1025	Kaegi	Win	9	5	1	Win	Win	HIST 31702, CLCV 24307, CLAS 34307	100%	
HIST 22120	The Rise of right-wing Dictatorships in interwar Europe	Dreideny	Spr	17	5	0			HIST 32120	75%	
HIST 22202	Jewish History and Society III	Bashkin	Spr	17	3	0	Spr	Spr	JWSC 20003, NEHC 20403, NEHC 30403	50%	
HIST 22906	Thinking Total War	Sparrow	Win	25	0	0			HIST 32906, HMRT 22906, HMRT 32906	25%	Unit on Russia and East Europe
HIST 23003	Urban Europe 1600-present	Craig	Win	13	5	0			HIST 33003, GEOG 23003, GEOG 33003	25%	

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## Appendix 2: Course List

University of Chicago Center for East European, Russian and Eurasian Studies (CEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	I314	I415	Crosslistings	%	Content Notes
HIST 23102	20th Century East Central Europe	Zahra	Aut	28	8	1		Aut	HIST 33102	100%	
HIST 23401	Genocide Euro Jews, 1933-1945	Wasserstein	Win	40	5	2			LLSO 28311, JWSC 23401, HIST 33401, PLSC 23401, PLSC 33401	75%	
HIST 23403	Introduction to Modern Jewish History	Wasserstein	Spr	12	2	0			HIST 33403, JWSC 23403	50%	
HIST 24113	The Social and Economic History of the Late Ottoman Empire	Cora	Aut	4	2	0			NEHC 20834, NEHC 30834	100%	
HIST 25209	Medicine, Magic & Science in Ancient & Medieval Europe	Jeck	Aut	18	0	0			HIPS 29408, CLCV 28512	25%	
HIST 25612	Central Asia From the Age of Alexander to Al Qaeda	Zanca	Spr	20	0	1			INST 29603, ANTH 23615, NEHC 29603	100%	
HIST 25808	Shi'im, Messianism and Violence in Islamic History	Gleave	Win	2	12	0			HIST 35808, CMES 35808	25%	Violence in former Yugoslavia discussed
HIST 25904	Islamic History & Society-3	Shissler	Spr	35	10	0	Spr	Spr	NEHC 20503, NEHC 30503, HIST 35904	25%	Turkey included
HIST 26803	The Transformation of 18th C. Empire	Leonard	Spr	13	4	0			HIST 36803	25%	
HIST 29511	Civilians and War	Janco	Spr	29	8	0			HMRT 26700, HMRT 36700, HIST 39511, INRE	25%	
HIST 29511	Civilians and War	Janco	Sum	3	1	0			HMRT 26700	25%	
HIST 29628	Hist Colloq: Nazi Germany	Zahra	Win	15	0	0				25%	
HIST 29635	Imperial Europe	Hillis	Aut	8	0	0		Aut		50%	
HIST 58301	Advanced Ottoman Historical Texts	Fleischer	Aut	0	3	1		Aut	TURK 40589	100%	
HIST 59302	Sem: WWI in the Ottoman Empire-2	Shissler	Spr	0	3	0			NEHC 30894	25%	
HIST 60503	Colloq: The Life and Thought of Isaiah Berlin	Wasserstein	Spr	2	3	0				25%	
HIST 61501	Colloq: Modern Russian History	Hillis	Spr	0	11	0		Spr		100%	
HIST 74604	The Long European 19th Century	Boyer	Win	0	7	0				25%	

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University of Chicago Center for East European, Russian and Eurasian Studies (CEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
HIST 78202	Sem: Ottoman World/Suleyman-2	Fleischer	Win	0	2	0			NEHC 30853	50%	
HIST 78602	Sem: Iran and Central Asia 2	Woods	Win	0	7	0		Win	NEHC 40702, CMES 40702	50%	
HIST 86702	Sem: International History-2	Bradley	Win	0	8	0	Win	Win		25%	
HUMA 11000 <sup>1</sup>	Readings in World Literature - Stemstein						Aut	Aut		50%	Heavy focus on East European lit
KAZK 10101	Elementary Kazakh - 1	Arık					Win			100%	
KAZK 10102	Elementary Kazakh - 2	Arık					Spr			100%	
LAWS 41301	Human Rights II: History & Theory	Sparrow	Win	9	15	19			HMRT 20200, HMRT 30200, HIST 29302, HIST 39302, LISO 27100, INRE 31700, JWST 26602	50%	
LAWS 45302	Energy Law	Gaile					Spr			25%	
LAWS 48401	Int'l Trade Law	Abebe	Spr			37				25%	
LAWS 63412	Int'l and Comparative Law	Ginsburg	Spr			6				25%	
LAWS 70703	National Security Issues	Helman	Spr			20				25%	
LAWS 72901	Public International Law	Posner	Aut			17				25%	
LAWS 75402	European Competition Law	Evans	Spr			9	Spr	Spr		50%	
LAWS 79803	Foreign & Int'l Law	Louis-Jacques					Spr		HMRT 39803	25%	
LAWS 91901	European Legal History	Helmholz					Win			50%	
LAWS 92403	Global Inequality	Nussbaum	Win		12	13			PHIL 51404, PLSC 51404, RETH 51404	25%	
LAWS 96101	Int'l Human Rights	Ginsburg	Aut		6	40	Aut	Aut	PLSC 56101, HMRT 37700	25%	
LAWS 97801	Foreign Relations Law	Abebe	Aut			15				25%	
MOCK 10100	Accelerated Elementary Greek	Chatzikonstantinou	Win	6	2	0	Spr	Spr		100%	
MUSI 26413	Modernist Movements	Callahan	Win	5	2	1			MUSI 36413, TAPS 28437	25%	
MUSI 33000	Proseminar: Ethnomusicology	Bohlman	Win	0	10	0				25%	Focus on Europe/Jewish music
NEAA 20002	Archaeology of the Ancient Near East-2: Anatolia	Yener	Win	3	1	0			NEAA 30002	100%	
NEHC 20406	Jewish Thought and Literature - 3	Robinson					Spr	Spr	JWSC 20006, HJJD 30602, RLST 20406, FNDL 20410	50%	

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## Appendix 2: Course List

University of Chicago Center for East European, Russian and Eurasian Studies (CEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
NEHC 20601	Islamic Thought & Literature-1	Qutbuddin	Aut	36	7	0	Aut	Aut	NEHC 30601, SOSC 22000, RLST 20401, ISLM 30601, CMES 30601	25%	
NEHC 20997	Aremenians, Arabs, and Jews Der in Late Ottoman Society	Matossian					Spr		NEHC 30997	50%	
NEHC 29600	Islam in the Digital Age	Khamis					Spr		CMST 29500, CMST 39500, ISLM 39500, NEHC	25%	
NEHC 30641	Islamic Origins	Donner	Aut	0	12	0			ISLM 30641, CMES 30641	25%	Discusses diasporas
PLSC 20697	Plato in the Medieval Islamic World	Orwin					Spr		SCTH 20697, FNDL 20697	50%	
PLSC 21214	A Political Economy of Islam	Ellis					Spr			25%	
PLSC 23413	Political Economy of Food	Wengle					Aut			50%	Focus on Russia/FSU
PLSC 29000	Intro. to International Relations	Lipson					Aut	Aut	PLSC 39800	50%	Russia
PLSC 25302	Nationalism in Soviet and post-Soviet Russia	Shcherbak	Spr	15	1	0			PLSC 35302	100%	
PLSC 27600	War And The Nation State	Mearsheimer	Win	221	26	2		Win	PLSC 37600	25%	
PLSC 28100	Russian Politics	Markus	Win	23	0	0		Win		100%	
PLSC 28300	Seminar On Realism	Mearsheimer	Spr	22	0	1				25%	
PLSC 38700	Jewish Political Thought	Cooper	Win	6	3	0			PLSC 38700	25%	Examples from Eastern Europe
PLSC 40501	Economic Development: Strategies and Institutions	Markus	Spr	0	5	0				25%	
PLSC 41500	Nationalism in the Age of Globalization	Mearsheimer	Spr	1	19	0				25%	
PLSC 53000	Great Power Politics	Mearsheimer	Win	0	23	2		Win		25%	
Poli 20005	Jewish Thought and Lit	Shallcross	Win	15	5	0			JWSC 20005, NEHC 20405, NEHC 30405, POLI 30005, SLAV 27000, SLAV	100%	
POLI 22400	From Post-war to Post-wall: A History of Polish Film "Lady Jane" in Warsaw:	Kosmala						Win		100%	
POLI 22410	Communism Brought Down by Rock-n-Roll	Kosmala					Aut			100%	
POLI 24200	Polish Through Literary Readings - II	Kosmala					Win	Win		100%	

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**Appendix 2: Course List**  
University of Chicago Center for East European, Russian and Eurasian Studies (CEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
POLI 25301	Gombrowicz: The Writer as Philosopher	Shallcross					Aut		POLI 35301, FNDL 26903	100%	
POLI 25302	Kieslowski: The Decalogue	Shallcross					Aut		POLI 35302, FNDL 24002	100%	
POLI 25303	Kieslowski's French Cinema	Shallcross					Spr		POLI 35302, FNDL 25312, CMST 24405, CMST 34405	50%	
POLI 40100	Polish Through Literary Readings - I	Kosmala					Aut	Aut		100%	
POLI 10100	Elementary Polish	Houle	Aut	5	2	1	Aut	Aut		100%	
POLI 10200	Elementary Polish	Szawara	Win	6	2	0	Win	Win		100%	
POLI 10300	Elementary Polish	Houle	Spr	4	2	0	Spr	Spr		100%	
POLI 20100	Intermediate Polish	Kosmala	Aut	4	1	0	Aut	Aut		100%	
POLI 20200	Second Year Polish	Kosmala	Win	5	1	1	Win	Win		100%	
POLI 20300	Second Year Polish	Szawara	Spr	6	1	1	Spr	Spr		100%	
POLI 20500	Advanced Polish	Kosmala	Aut	3	1	0	Aut	Aut		100%	
POLI 20600	Advanced Polish	Kosmala	Win	3	1	0	Win	Win	POLI 30200	100%	
POLI 20700	Advanced Polish	Kosmala	Spr	3	1	0	Spr	Spr	POLI 30300	100%	
POLI 27100	From Poland to Popland	Shallcross	Win	3	1	0			POLI 37100	100%	
POLI 38600	Bruno Schulz: An Unfinished Project	Shallcross	Aut	1	3	0			JWSC 26360	100%	
POLI 39702	Energy in Poland: Strengths, Weaknesses, Opportunities, and Threats	Kosmala	Spr	0	1	0				100%	
POLI 40600	Polish Through Literary Readings - III	Kosmala	Spr	4	2	0	Spr	Spr	POLI 24300	100%	
POLI 55500	"Unsavory Plays" Polish Modernist Drama	Shallcross	Spr	0	4	0				100%	
RUSS 22302	War and Peace	Nickell	Aut	21	3	0	Win		RUSS 32302, HIST 23704, FNDL 27103, ENGL 28912, ENGL 32302, CMT.T 22301 CMT.T	100%	
RUSS 20003	Intensive Intermediate Russian	Anderson					Sum	Sum		100%	
RUSS 20006	Intensive Intermediate Russian	Anderson					Sum	Sum		100%	
RUSS 20601	Contact Linguistics	Grenoble					Win			100%	
RUSS 21600	Russian for Heritage Learners	Staff	Aut				Aut	Aut		100%	

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## Appendix 2: Course List

University of Chicago Center for East European, Russian and Eurasian Studies (CEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
RUSS 21700	Intro to Interpretation (Russian-English, English-Russian)	Pichugin	Sum	5	0	0				100%	
RUSS 21701	Intro to Interpretation (Russian-English, English-Russian)	Pichugin	Sum	5	0	0				100%	
RUSS 24419	Progress of History in Film: Modes in Soviet Cinema	Mandusic					Win		CMST 24520	100%	
RUSS 25007	The Places of Memory, 1780 - 1880	Felix					Spr		CMLT 25007, GRMN 25014	100%	
RUSS 25600	Realism in Russia	Ilchuk					Win	Win	RUSS 35000, HUMILA 34000	100%	
RUSS 25700	Russian Literature from Modernism to Postmodernism	Felix					Spr		RUSS 35700	100%	
RUSS 26205	Soviet Everyday Life	Nickell					Win		RUSS 36205	100%	
RUSS 26207	The Transnational Subject	Nickell					Spr		RUSS 36207	100%	
RUSS 26208	Literatures of Russian and African-American Soul	Nickell					Aut			50%	
RUSS 27100	Gogol	Ilchuk					Win		RUSS 37100, SLAV 27110, SLAV 37110	100%	
RUSS 27306	City Myth in Soviet and Post-Soviet Russian and Ukrainian Culture	Ilchuk					Spr		RUSS 37306	100%	
RUSS 29603	The Defense	Sternstein					Win			100%	
RUSS 33003	Structure of Russian for Teachers of Russian	Anderson					Spr			100%	
RUSS 10100	Elementary Russian	Franklin	Aut	12	1	0	Aut	Aut		100%	
RUSS 10100	Elementary Russian	Mandusic	Aut	8	1	0	Aut	Aut		100%	
RUSS 10200	Elementary Russian	Franklin	Win	21	1	0	Win	Win		100%	
RUSS 10200	Elementary Russian	Pratt	Win	7	1	0	Win	Win		100%	
RUSS 10300	Elementary Russian	Franklin	Spr	11	1	0	Spr	Spr		100%	
RUSS 10300	Elementary Russian	Pratt	Spr	9	0	0	Spr	Spr		100%	
RUSS 10400	Russian Through Pushkin	Duda	Aut	11	0	0	Aut	Aut		100%	
RUSS 10400	Russian Through Pushkin	Postema	Aut	6	0	0	Aut	Aut		100%	
RUSS 10500	Russian Through Pushkin	Duda	Win	11	0	0	Win	Win		100%	
RUSS 10500	Russian Through Pushkin	Postema	Win	6	0	0	Win	Win		100%	

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**Appendix 2: Course List**  
University of Chicago Center for East European, Russian and Eurasian Studies (CEEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
RUSS 10600	Russian Through Pushkin	Duda	Spr	10	0	0	Spr	Spr		100%	
RUSS 10600	Russian Through Pushkin	Mandusic	Spr	8	0	0	Spr	Spr		100%	
RUSS 11100	Intens Intro Russian	Houle	Sum	1	2	7	Sum	Sum		100%	
RUSS 11200	Intens Intro Russian	Houle	Sum	1	1	6	Sum	Sum		100%	
RUSS 11300	Intense Intro Russian	Houle	Sum	0	1	1	Sum	Sum		100%	
RUSS 20100	Second-Year Russian	Resichl	Aut	4	1	0	Aut	Aut		100%	
RUSS 20100	Second-Year Russian	Trotman	Aut	6	1	2	Aut	Aut		100%	
RUSS 20200	Second Year Russian	Hilchey	Win	6	1	0	Win	Win		100%	
RUSS 20200	Second Year Russian	Trotman	Win	4	0	1	Win	Win		100%	
RUSS 20300	Second Year Russian	Resichl	Spr	3	1	0	Spr	Spr		100%	
RUSS 20300	Second Year Russian	Trotman	Spr	5	0	1	Spr	Spr		100%	
RUSS 20400	Russian Through Lit Readings	Alexieva	Aut	6	1	0	Aut	Aut		100%	
RUSS 20500	Russian Through Lit Readings	Alexieva	Win	6	1	0	Win	Win		100%	
RUSS 20600	Russian Through Lit Readings	Alexieva	Spr	5	1	0	Spr	Spr		100%	
RUSS 20702	Third-Year Russian	Pichugin	Aut	8	2	2	Aut	Aut		100%	
RUSS 20802	Third Year Russian	Pichugin	Win	8	2	2	Win	Win		100%	
RUSS 20902	Third Year Russian	Pichugin	Spr	7	1	2	Spr	Spr		100%	
RUSS 21002	Fourth-Year Russian	Iakubovich	Aut	7	2	0	Aut	Aut		100%	
RUSS 21102	Fourth Year Russian	Iakubovich	Win	7	2	0	Win	Win		100%	
RUSS 21202	Fourth Year Russian	Iakubovich	Spr	5	2	0	Spr	Spr		100%	
RUSS 21302	Advanced Russian Through Media	Pichugin	Aut	11	4	0	Aut	Aut	RUSS 30102	100%	
RUSS 21402	Adv Russian Through Media	Pichugin	Win	10	3	0	Win	Win	RUSS 30202	100%	
RUSS 21502	Adv Russian Through Media	Pichugin	Spr	7	3	0	Spr	Spr	RUSS 30302	100%	
RUSS 23001	Structure of Modern Russian	Grenoble	Win	2	3	1	Win	Win	RUSS 33001, LING 29903, LING 39903	100%	
RUSS 25500	Russian Literature from Classicism to Romanticism	Steiner	Aut	2	0	0	Aut	Aut	RUSS 35500	100%	
RUSS 25600	Realism in Russia	Steiner	Win	12	0	1			RUSS 25000, HUMA 24000	100%	
RUSS 25700	Russian Lit from Modernism to Postmodernism	Sternstein	Spr	16	0	0	Spr	Spr	HUMA 24100, RUSS 35700	100%	

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## Appendix 2: Course List

University of Chicago Center for East European, Russian and Eurasian Studies (CEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG/Grad	Oth	1314	1415	Crosslistings	%	Content Notes
RUSS 26204	Dostoevsky's Brothers Karamazov Imaginary Worlds: 'The	Bird	Aut	41	2	0		FNDL 20200, RLST 28206, RUSS 36204	100%	
RUSS 27300	Fantastic and Magic Realism in Russia and Southeastern Europe	Ilieva	Spr	134	4	1		SOSL 27700, SOSL 37700, CMLT 27701, CMLT 37701, RUSS 37300	100%	
RUSS 29600	Pale Fire	Sternstein	Win	51	0	1		Win FNDL 25311	100%	
RUSS 29602	The Gift	Sternstein	Spr	7	0	0			100%	
RUSS 34503	Russian Modernist Prose	Bird	Spr	1	5	1		CMLT 34503	100%	
SLAV 20010	Language, Identity, and Nation-State	Friedman					Spr	Win ANTH 27410	100%	
SLAV 20016	Cinema and Poetry	Bird					Spr	CMST 14502	100%	
SLAV 20017	Lands Between: Europe Between Black and Baltic Seas	Hillis					Spr		100%	
SLAV 20100	Intro to Slavic Linguistics	Gorbachov					Aut		100%	
SLAV 21000	Comparative Slavic	Gorbachov					Spr	SLAV 31000 CMLT 22302, CMLT	100%	
SLAV 22302	Literature of the Christian East	Maslov					Spr	32302, CLAS 31113, CLCV 21113, SLAV 32302, HCHR 34604, RLIT 34604, HIST 23509, HIST 33509, JWSC 23509, GRMN	100%	
SLAV 23509	Jews of Central and East Central Europe During the Interwar Period	Diner					Spr	23514, GRMN 33514, JWSC 20003, HIST 22202, NEHC 20403, NEHC 30403, SLAV 37001, POLI 27001, POLI 37001, CMLT 42802, CLAS 42813, GRMN 42814, HIST 56101, GRMN 46114, NEHC 36101	100%	
SLAV 27001	Jewish History and Society - 3	Shallcross					Spr		100%	
SLAV 42802	Concepts, Metaphors, Genealogies	Maslov					Spr		100%	
SLAV 56101	The Second World War Revisited	Diner					Spr		100%	
SLAV 70000	Advanced Study: Slavic Langs & Lits	Shallcross	Sum	0	1	0			100%	
SLAV 20005	Lang, Identity & politics in the 20th Century	Grenoble	Spr	0	6	0			100%	
SLAV 20009	Occidentalism: Russian Mythologies of the West	Maslov	Spr	2	3	0			100%	

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University of Chicago Center for East European, Russian and Eurasian Studies (CEEERES) NRC and FLAS Proposal, 2014-17

CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
SLAV 20015	Reps of Desire & Renunciation Russ & French Lit	Steiner	Spr	3	2	0				100%	
SLAV 20100	Intro To Slavic Linguistics	Gorbachov	Aut	10	1	0			LING 26400, LING 36400, SLAV 30100	100%	
SLAV 22000	Old Church Slavonic	Gorbachov	Win	3	4	0		Win	LGLEN 25100, LGLEN 35100, SLAV 32000	100%	
SLAV 24100	Comparative West Slavic Linguistics	Grenoble	Win	1	4	0			SLAV 34100	100%	
SLAV 24410	Culture Under Siege: Modes of Survival, Forms of Memory	Postema	Spr	3	0	0			SLAV 24410, SOSL 24410	100%	
SLAV 26500	Human Rights in Russia and Eurasia	Janco	Aut	6	2	0			HMRT 26500, HMRT 36500, HIST 29312, SLAV 36500, HIST 39313	100%	
SLAV 31500	Teaching Slavic Languages	Grenoble	Spr	0	6	0				100%	
SLAV 50202	Seminar: Historicism and the Comparative Method	Maslov	Win	0	5	0			CMLT 50202, GRMN 40213	100%	
SOSL 21700	Structure of Macedonian Imaginary Worlds: Fantastic & Magic Realism in Russia	Friedman					Spr			100%	
* SOSL 27700	and SE Europe Brighter Side of Balkans: Humor & Satire in Literature & Film	Ilieva					Spr			100%	
* SOSL 26610		Ilieva	Spr	3	0	0		Spr	SOSL 36610, NEHC 20884, NEHC 30884, CMLT 26610	100%	
* SOSL 26900	Strangers to Ourselves: Émigré Literature and Film	Ilieva	Aut	6	3	0			SOSL 36900, RUSS 26900, RUSS 36900, CMLT 26902, CMLT 36902	100%	
* SOSL 39801	Nation and Narration in SE Europe	Ilieva					Spr			100%	
* SOSL 39901	Reading Bulgarian for Grad Students	Ilieva					Spr			100%	
TURK 10101	Elementary Turkish	Arik	Aut	3	11	0	Aut	Aut		100%	
TURK 10102	Elementary Turkish	Arik	Win	3	13	0	Win	Win		100%	
TURK 10103	Elementary Turkish	Arik	Spr	3	13	0	Spr	Spr		100%	
TURK 10105	Intro to Old Turkic	Arik	Aut	2	1	0	Aut	Aut	LGLEN 18711	100%	
TURK 10106	Intro to Old Turkish	Arik	Win	2	1	0	Win	Win	LING 18712	100%	
TURK 10107	Introduction to Old Turkish	Arik	Spr	4	3	0	Spr	Spr	LING 18713	100%	

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CourseName	CourseTitle	Instructor	1213	UG	Grad	Oth	1314	1415	Crosslistings	%	Content Notes
TURK 15000	Turkish in Istanbul	Guest	Spr	15	0	0	Spr	Spr		100%	
TURK 20101	Intermediate Turkish	Topcuoglu	Aut	6	2	0	Aut	Aut		100%	
TURK 20102	Intermediate Turkish	Topcuoglu	Win	4	1	0	Win	Win		100%	
TURK 20103	Intermediate Turkish	Topcuoglu	Spr	3	1	0	Spr	Spr		100%	
TURK 30101	Advanced Turkish	Atcil	Sum	0	6	1		Sum		100%	
TURK 30102	Advanced Turkish	Sen Ahmet	Sum	0	6	1		Sum		100%	
TURK 30103	Advanced Turkish	Sen Ahmet	Sum	3	6	0		Sum		100%	
TURK 30111	Advanced Turkish	Arik	Win	0	0	0	Win	Win		100%	
TURK 30112	Advanced Turkish	Arik	Spr	0	0	0	Spr	Spr		100%	
TURK 30501	Advanced Turkish	Sen Ahmet	Aut	0	4	0	Aut	Aut		100%	
TURK 30502	Ottoman Turkish	Sen Ahmet	Win	0	4	1	Win	Win		100%	
TURK 30503	Ottoman Turkish	Sen Ahmet	Spr	0	6	0	Spr	Spr		100%	
TURK 40586	Advanced Ottoman Readings	Karateke	Win	0	4	0	Win	Win		100%	
* UZBK 10101	Elementary Uzbek	Anetshofer						Aut		100%	
* UZBK 10102	Elementary Uzbek	Anetshofer						Win		100%	
* UZBK 10103	Elementary Uzbek	Anetshofer						Spr		100%	
UZBK 20101	Intermediate Uzbek - 1	Arik					Aut			100%	
UZBK 20102	Intermediate Uzbek - 2	Arik					Win			100%	
UZBK 20103	Intermediate Uzbek - 3	Arik					Spr			100%	
UZBK 30002	Advanced Uzbek	Arik	Win	0	3	0		TURK 30002		100%	
UZBK 30103	Advanced Uzbek	Arik	Spr	0	3	0				100%	

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\*Language proficiency was self-reported and self-assessed.

**FRIEDMAN, Victor**, Andrew W. Mellon Distinguished Service Prof. in the Humanities, Linguistics, Anthro (Assoc. member), Director, CEERES, 2005--. First appointed 1993. Tenured. **Education:** Ph.D. (Slavic Dept. & Linguistics) University of Chicago, 1975; M.A. (Slavic L&L) University of Chicago, 1971; B.A. (Russian) Reed College, 1970.

**Academic Experience:** 1993-- Prof. Slavic & Linguistics (Chair, Slavic, 1997-2004, 2013-14); 1984-93 Prof. UNC-Chapel Hill; 1979-84 Assoc. Prof. UNC-CH; 1975-79 Asst. Prof. UNC-CH.

**Percentage of time dedicated to CEERES area:** 100%

**Research Interests:** Balkan linguistics, Caucasian linguistics, grammatical categories, language contact, language standardization, sociolinguistics.

**CEERES language(s):** Macedonian (5), Albanian (5), Bulgarian (5), Georgian (read=4, other = 3), Lak (read=4, other=3), OCS (read=5, other=N/A), Romani (4), Russian (5), Turkish (4).

**Field Experience:** Macedonia, Serbia, Kosovo, Albania, Romania, Hungary, Bulgaria, Greece, Turkey, Daghestan; supported by Fulbright-Hays, Guggenheim, ACLS, IREX, NEH, USIS, &c.

**Courses:** Language, Power & Identity in Southeastern Europe; Croatian Language and Nationalism; Slavic/South Slavic/Balkan Linguistics; Romani Linguistics/Language; Structure of Albanian; Macedonian (Elementary & Advanced), History/Structure of Macedonian, Albanian (Elementary, Intermediate, Advanced); Bulgarian, Structure of Lak, Advanced Structure of Lak

**Dissertation/Thesis Supervision (last 5 years):** 3 PhDs

**Distinctions:** "1300 Years of Bulgaria" medal for contributions to Bulgarian studies (1982); U. Skopje Gold Plaque Award for contributions to the field of Macedonian studies (1991, 2003, 2007 elected member Macedonian Academy of Arts & Sciences (1994), Academy of Arts & Sciences of Kosovo (2004); Albanian Academy of Arts and sciences (2005), Senior Policy & Political Analyst for UN Protection forces in former Yugoslavia, Summer 1994; Doctor Honoris Causa U. Skopje 2007; AATSEEL Award for Outstanding Contributions to Scholarship (2009).

**Selected recent publications:**

2014: Lessons from Judezmo about the Balkan Sprachbund and Contact Linguistics. (with Brian D. Joseph) *International Journal of the Sociology of Language* 226.3-23.

2013: Compartmentalized Grammar: The Variable (Non)-Integration of Turkish Verbal Conjugation in Romani Dialects. *Romani Studies*. 5, 23.1-14.

2012: Enhancing National Solidarity through the Deployment of Verbal Categories: How the Albanian Admirative Participles in the Construction of a Reliable Self and an Unreliable Other. *Pragmatics and Society*. 3.2.189-225.

2013: The Use of *li* as a Marker of Evidential Strategy in Romani. *Contrastive Linguistics* 38,2-3.253-261.

2012: Perhaps Mirativity is Phlogiston, but Admirativity is Perfect: On Balkan Evidential Strategies. *Linguistic Typology* 16.505-527.

2012: Tense-Aspect and Language Contact. *The Oxford Handbook of Tense and Aspect*, ed. Robert Binnick, Oxford: Oxford. 398-427.

2012: Beyond the Borders: Bulgarian and Macedonian Poetic Cover Art in the Early and Middle Twentieth Century. *New Histories of Modern Art: The Eastern European Avant-Gardes*, special issue of *ARS - Journal of Institute of Art History of the Slovak Academy of Sciences* 48,1.37-48.

2011: Families, Leagues, and Hybridity: The Past and Future of Slavic and East European Languages. AATSEEL Keynote Address. *Slavic and East European Journal*. 55.1-13.

2011: The Balkan Languages and Balkan Linguistics. *Annual Rev. of Anthropology* 40.275-291.

2011: *Očerki lakskogo jazyka* [Russian: Studies on the Lak language]. Maxachkala: Russian Academy of Arts and Sciences. 168 pp.



**CLASON, Meredith**, Associate Director, Center for East European, Russian and Eurasian Studies. First appointed 2005.

**Education:** M.A. (Russian Literature), University of North Carolina, Chapel Hill, 1996; B.A. (Russian/ Women's Studies), Mount Holyoke College, 1991.

**Relevant Experience:** **1999-2005:** Project Coordinator/FLAS Coordinator, Slavic and East European Language Resource Center/Center for Slavic, Eurasian, and East European Studies, University of North Carolina, Chapel Hill; **1997-99:** Department Manager, Center for Slavic, Eurasian, and East European Studies, UNC

**Percentage of time dedicated to CEERES area:** 100%

**CEERES language(s):** Russian(3), Bulgarian(1), Bosnian/Croatian/Serbian(2), Macedonian(2); Georgian (1)

**Field Experience:** Russia – taught at Rostov State University, 1992; Curriculum Specialist on Fulbright-Hays GPA to Russia, 2008.

**MARSHALL, Maureen E.**, Outreach and Campus Program Coordinator, Center for East European, Russian and Eurasian Studies. First appointed 2013.

**Education:** Ph.D. (Anthropology), University of Chicago, 2014; M.A. (Social Science), University of Chicago, 2003; B.A. (Anthropology and Literature-Writing), University of California, San Diego, 2001.

**Percentage of time dedicated to CEERES area:** 100%

**Research Interests:** Social and Political Theory; Mortuary Practices; the Body; Mobility; History of Physical Anthropology in Russian/USSR; bioarchaeology; paleopathology; South Caucasus; Eurasia

**CEERES language(s):** Russian (3); Armenian (1).

**Field Experience:** Armenia

Courses: Rights for the Living/Rights for the Dead: Forensic Anthropology in Human Rights Investigations; Interpreting the Dead: Mortuary Analysis; Power, Identity, and Resistance.

**Distinctions:** Wenner Gren Engaged Anthropology grant (2014); Prize Lectureship in Human Rights Program (2013); Starr Prize Lectureship in Anthropology (2011); Wenner Gren Dissertation Field grant (2011); Fulbright-Hays Doctoral Dissertation Abroad Fellowship (2008).

**Selected recent publications:**

Forthcoming: (co-author) "A Preliminary Report on the 2008, 2010, and 2011 Investigations of Project ArAGATS on the Tsaghkahovit Plain, Republic of Armenia." *Archäologische Mitteilungen Aus Iran Und Turan*.

2014: "Becoming Bioarchaeology? Analysis of Human Remains in the South Caucasus." In *Archaeological Human Remains: Global Perspectives*. Springer.

2013: "Processes and Practices of Death: Towards a Bioarchaeology of Dynamic Societies." In *Regimes and Revolutions: the 3<sup>rd</sup> Eurasian Archaeology Conference*. Cambridge University Press.

2011: (co-author) "Armenia/Hayastan" In *The Routledge Handbook of Archaeological Human Remains and Legislation: an international guide to laws and practice in the excavation, study, and treatment of archaeological human remains*, 18-32. Routledge.

**ANDERSON, Cori**, Coordinator Slavic Languages, Slavic Languages and Literatures (Russian). First appointed 2013, Untenured.

**Education:** Ph.D., Princeton University, 2013; B.A., University of North Carolina at Chapel Hill 2002

**Percentage of time dedicated to CEERES area:** 100%

**Research Interests:** Proficiency-based curriculum development, Technology in Foreign Language Instruction, Russian language study abroad, Morphosyntax of Slavic and Baltic languages, Argument structure, Event structure.

**CEERES language(s):** Russian (near-native); Polish, Lithuanian (intermediate proficiency); Old Russian, Classical Mongolian (reading proficiency)

**Field Experience:** Russia

**Courses:** Second Year Russian (I-III)

**Selected recent publications:**

Forthcoming: "Non-canonical case patterns in Lithuanian" In: Contemporary Approaches to Baltic Linguistics.

2013: "Case Alternation and Event Structure: Evidence from Russian and Lithuanian" In *Proceedings of Formal Approaches to Slavic Linguistics (FASL) 20*, MIT, Cambridge, MA.

2011: "Case Theory and Case Alternations: Evidence from Lithuanian" *Baltic Linguistics* 2.

2009: "Oblique Passivization: Evidence from Lithuanian and Slavic" *Issledovanija Po Slavjanskim Jazykam* (Studies in Slavic Linguistics).

**ANETSHOFER-KARATEKE, Helga**, Lecturer, Department of Near Eastern Languages and Civilizations (Uzbek). First appointed 2009, Untenured.

**Education:** Ph.D., University of Vienna, Austria, 2001; Mag.phil., University of Vienna, Austria, 1995; Undergraduate studies (Turkology and Islamic Studies), University of Vienna, Austria, 1987-1995)

**Percentage of time dedicated to CEERES area:** 100%

**Research Interests:** Turkish languages and cultures (Turkish, Ottoman Turkish, Old Anatolian Turkish, Uzbek, Kyrgyz, Azeri), Ottoman studies.

**CEERES language(s):** Turkish (near-native); Chagatay, Azeri, Kyrgyz, Uzbek, Modern Uyghur (partial fluency); Ottoman Turkish, Persian, Russian, Classical Mongolian (reading proficiency)

**Field Experience:** Turkey, Iran, Xinjiang (China), Kyrgyzstan, Kazakhstan, Uzbekistan, Russia

**Courses:** Turkish (I, III); Ottoman Turkish (I-III); Old Anatolian Turkish (I-II); Middle Turkic (Karakhanid, Khorazmian Turkic); Introduction to Turkic Languages; Uzbek (I); Kyrgyz (I); Azeri (I)

**Distinctions:** ARIT-John Freely Fellow, Istanbul (2008-09)

**Selected recent publications:**

2014: Dānišmendnāme. In: G. Krämer; D. Matringe; J. Nawas; E. Rowson (eds.). *Encyclopaedia of Islam*, 3. Brill.

2012: Legends of Sarı Saltık in the Seyahatnāme and the Bektashi Oral Tradition. In: N. Tezcan, S. Tezcan, R. Dankoff (eds.). *Evliyâ Çelebi: studies and essays commemorating the 400th anniversary of his birth*. Ankara: Republic of Turkey Ministry of Culture and Tourism Publications, 292-300.

2012: Andreas Tietze. In: *Türkiye Diyanet Vakfı İslam Ansiklopedisi*, vol. 41. İstanbul, 147-148.

2007: Representations: Legends and Epics: The Ottoman Empire. In: EWIC, v. 5, 443-445.

**ARIK, Kagan**, Ayasli Lecturer, Department of Near Eastern Languages and Civilizations (Turkish). First appointed 2000. Untenured.

**Education:** Ph.D. (Anthropology), University of Washington, 1999; M.A., University of Washington, 1993; B.A., University of Pennsylvania, 1991; Diploma, Lycee St. Germain-en-Laye, France, 1980.

**Percentage of time dedicated to CEERES area:** 100%

**Research Interests:** Turkic languages and cultures (Uzbek, Kazak, Kirghiz, Tatar); Anthropology of Central Asia

**CEERES language(s):** Turkish (5), Uzbek (5), Kazak (5), Kirghiz (5), Tatar/Bashkir (4), Azeri (4), Turkmen (4), Uyghur (4), Tuvan (3), Altay (3), Tajik (2), Russian (2)

**Field Experience:** Xinjiang Uyghur A.R., Kazakhstan, Kirghizstan, Tatarstan, Turkey.

**Courses:** First and Second Year Turkish; Introduction to Old Turkic; Introduction to Middle Turkic; First, Second, and Third Year Uzbek; Turkic Peoples of Central Asia; Musical Folklore of Central Asia; Shamans and Epic Poets of Central Asia; History and Culture of Central Asia

**Distinctions:** FLAS Fellowships (Kazakh and Kirghiz) (1995-97); Correspondent for Radio Free Europe/Radio Liberty, Uzbek Service, Prague (2001-present)

**Selected recent publications:**

2012: "Using Sound in Traditional Kazak Healing", *Oriental Medicine Journal*, Spring 2012.

2008: "The Languages of Central, Northern and Western Asia", book chapter in the *Encyclopedia of 1000 Languages*, The Ivy Press. Lewes, United Kingdom.

1999: "A Native Taxonomy of Healing Among the Xinjiang Kazaks," *Anthropology of Consciousness*, 10(4)

**BAUMANN, Catherine C.**, Director, Chicago Language Center and Senior Lecturer, Department of Germanic Studies. First appointed 1999. Untenured.

**Education:** Ph.D. (Curriculum and Instruction), University of Minnesota, 1994; M.A. (Germanic Literature) University of Minnesota, 1987; B.S. (Elementary Education), University of Minnesota, 1979.

**Percentage of time dedicated to CEERES area:** 100%

**Research interests:** German language; language instruction; secondary language pedagogy

**CEERES language(s):** German (5)

**Field Experience:** Germany

**Courses:** Introductory German 1-3; Intermediate German 1-3; Graduate course in Pedagogy

**Distinctions:** Michigan Association of Governing Boards of State Universities Distinguished Faculty Award, (1998); Wayne State University President's Excellence in Teaching Award (1997)

**Selected recent publications:**

2013: Review of *Teaching and Learning Second Language Listening. Metacognition in Action*, by Larry Vandergrift and Christine C. M. Goh. *Modern Language Review*, Summer 2013.

1995: VOCI: Video Oral Communication Instrument. Invited consultant to develop video-mediated test of oral proficiency under auspices of the federally funded National Foreign Language Research Center. Wrote, scripted and filmed video. San Diego, CA. July, 1995.

1990: *German Pronunciation*. With Stanley Connell. Lincolnwood, IL: National Textbook Company, 1990.

**BIRD, Robert**, Associate Professor, Department of Slavic Language and Literatures (Russian); Associated Faculty in the Divinity School and in Cinema and Media Studies. First appointed 2001. Tenured.

**Education:** Ph.D. (Slavic Dept.), Yale University, 1998; B.A., University of Washington, 1991.

**Percentage of time dedicated to CEERES area:** 100%

**Research interests:** Russian modernist literature/thought; Contemporary aesthetic theory & hermeneutics; Russian Spiritual History; Russian cinema and cinema theory

**CEERES language(s):** Russian (5); Polish (2)

**Field Experience:** Russia and Poland

**Courses:** Introduction to Russian Literature 1,2,3; Marxism and Modernism; Aesthetics of Eastern Orthodoxy; Tarkovsky's *Andrei Rublev*; The Late Tolstoy; The Brothers Karamazov; Andrei Platonov and Contemporary Criticism; Russian and Polish Cinema 1956-present; the Russian Narrative Poem of the 20th Century; Russian language all levels; The Soviet Imaginary

**Dissertation/Thesis Supervision (last 5 years):** PhD.s 10; 8 M.A.s, 15 B.A.s

**Distinctions:** Bogliasco Residential Fellowship (2009); NEH Summer Institute on Early Slavic Culture (2006); Franke Institute Faculty Fellow, University of Chicago (2005);

**Selected recent publications:**

2012: *Fyodor Dostoevsky*. London: Reaktion Books.

2011: "The Poetics of Peat in Soviet Literary and Visual Culture." *Slavic Review* 70(3): 591-614.

2011: "The Function of Poetry: TASS Windows and the Soviet Media System in Wartime" In: *Windows of the War*. New Haven: Yale University Press.

2008: *Andrei Tarkovsky: Elements of Cinema*. London: Reaktion Books, 2008

**BOHLMAN, Philip**, Mary Werkman Professor of the Humanities, Department of Music, Chair, Committee on Jewish Studies. First appointed 1987. Tenured.

**Education:** Ph.D. (Ethnomusicology), University of Illinois at Urbana-Champaign, 1984; M.A. University of Illinois at Urbana-Champaign; B.M. (Piano), University of Wisc, Madison, 1975.

**Percentage of time dedicated to CEERES area:** 50%

**Research interests:** Ethnomusicology, Music and modernity, folk and popular music in North America and Europe, Jewish music, **Language(s):** German, Hebrew, French, Arabic, Yiddish

**Field Experience:** Germany, Israel, Central Europe, Eastern Europe, Slovakia

**Courses:** Anthropology of Music and Musical Anthropology; Russian Folk Music; Music and the Holocaust; Jewish Music at the End of Centuries; The Eurovision Song Contest.

**Dissertation/Thesis Supervision (last 5 years):** 14 PhDs, 2 MAs, 2 BAs

**Distinctions:** Franz Rosenzweig Gastprofessor, Universität Kassel (2014); John Simon Guggenheim Memorial Fellowship (2013–2014); Guest faculty, SIAS Summer Institute, National Endowment for the Humanities and Wissenschaftskolleg zu Berlin (2013); John F. Larchet Memorial Lecture, University College Dublin (2012); Fellow, American Academy of Arts and Sciences (elected 2011); Victor E. Ferrall, Jr. Endowed Artist-in-Residence, Beloit College (2011);

**Selected recent publications:**

2013: *Redemption and Revival: Sacred Music in the Making of European Modernity*. Lanham, Md.: Scarecrow Press

2012 "On Track to the Grand Prix: The National Eurovision Competition as National History." In Stefan Berger, Chris Lorenz, and Billie Melman, eds., *Popularizing National Pasts: 1800 to the Present*, 267–87. New York: Routledge.

2012: *Balkan Epic: Song, History, Modernity* (co-edited with N. Petkovic), Scarecrow Press.

**BOYER, John W.**, Martin A. Ryerson Distinguished Service Professor, Department of History (Austro-Hungarian Empire); Dean of the College since 1992. First appointed 1975. Tenured.

**Education:** Ph.D. (History), University of Chicago, 1975; M.A., University of Chicago, 1969; B.A., Loyola University of Chicago, 1968.

**Percentage of time dedicated to CEERES area:** 25%

**Research Interests:** 19th-20th Century European Political and Cultural History, particularly Germany & the Habsburg Empire; Religion and Politics in Modern European History; History of Universities

**CEERES language(s):** German

**Field Experience:** Austria, Germany

**Courses:** Austria: Empire & Republic 1740-1930; Paris & Vienna 1789-1930; Vienna in Western Civilization; Europe: Religion/Politics/Society 1740-1945; Vienna 1900; Sem: German/Austrian History

**Dissertation/Thesis Supervision (last 5 years):** 4 PhDs

**Distinctions:** ACLS/SSRC Fellow, 1970-72, Ford Foundation Fellow, 1968-1970, 1972-73; Bundeskanzler Fellow, 1973-74; Co-editor: *Journal of Modern History*, 1980-

**Selected recent publications:**

2009: *Karl Lueger (1844-1910). Christlichsoziale Politik als Beruf*. Böhlau Verlag.

2004: "Political Catholicism in Austria, 1880-1960," *Contemporary Austrian Studies*.

2003: "Silent War and Bitter Peace: The Austrian Revolution of 1918," *Austrian History Yearbook*, 34:1-56.

1995: *Culture and Political Crisis in Vienna: Christian Socialism in Power, 1897-1918*. University of Chicago Press.

**CHRISTIAN, M. Ingrid**, Assistant Professor, Department of Germanic Studies. First appointed 2014. Untenured.

**Education:** Ph.D. Princeton University (German), 2012; B.A. Harvard University (German languages and literature), 2003.

**Percentage of time dedicated to CEERES area:** 50%

**Research Interests:** Germanic literary and cultural history

**CEERES languages(s):** Hungarian (native); Romanian (native); German (fluent)

**Field Experience:** Germany; Romania .

**Courses:** German literature TBA

**Distinctions:** Mellon Postdoctoral Scholar at the Center for the Humanities, Tufts University (2012-14); Andrew W. Mellon/American Council of Learned Societies Dissertation Completion Fellowship (2010-11).

**Selected recent publications:**

forthcoming: "Aer, Aurae, Venti: Philology and Physiology in Aby Warburg's Dissertation on Botticelli." *PMLA*.

2010: (Co-translator) *G: An Avant-Garde Journal of Art, Architecture, Design, and Film, 1923-1926*. Getty Research Press.

**COHEN, Susanne**, Lecturer, Department of Anthropology. First appointed 2012. Untenured.

**Education:** Ph.D. (Anthropology), University of Michigan 2010.

**Percentage of time dedicated to CEERES area:** 25%

**Research Interests:** Globalization, language ideology, work, and morality in post-Soviet urban Russia

**CEERES language(s):** Russian

**Field Experience:** Russia

**Courses:** Anthropological Theory, Corporate Lives, Language and Power, Digital Socialities, Moral Imaginaries, Economies of Gender, The Global Corporation

**Selected recent publications:**

2013: "Image of a Secretary: A Metapragmatic Morality for Post-Soviet Capitalism"

*Anthropological Quarterly* 86(3):725-758.

2010: *Commuting Change in a Transforming State: Globalization and the Politics of Office Communication in Urban Russia*. PhD Dissertation, University of Michigan

**FARRIS, June Pachuta**, Bibliographer for Slavic and East European Studies, The Joseph Regenstein Library, University of Chicago. First appointed 1986.

**Education:** B.A., Case Western Reserve, 1969; Piatigorsk State Pedagogical Institute (non-degree program to study Russian, 1970); M.A. in Russian Language and Literature, Ohio State, 1971; M.A. in Library Science, University of Denver, 1973.

**Percentage of time dedicated to CEERES area:** 100%

**CEERES language(s):** Russian (5), French (5), Czech (4); Polish, Slovak, Ukrainian, German, Romanian (all "3"); Serbian/Croatian, Slovenian, Bulgarian, Modern Greek (all "2"); Hungarian, Albanian, Georgian, Armenian, Latvian, Lithuanian, Estonian, Tajik (all "1")

**Field Experience:** USSR and Czechoslovakia

**Distinctions/Professional Involvements:** Association of Women in Slavic Studies Outstanding Achievement Award (2012); Principal investigator, Title II-C grant "Improving Access to the Szathmary Hungarica Collection; Chairman, AAASS Subcommittee on ABSEES (American Bibliography of Slavic and East European Studies) (1999-2001, 2002-2004)

**Selected publications:**

2014: "Current Bibliography on Women and Gender: Russia and Eastern Europe." In: *Women East-West: Newsletter of the Association of Women in Slavic Studies*.

2013: "Current Activities of the Center for Research Library's Slavic, East European Microfilm Project (SEEMP)". In: *NewsNet: News of the Association of Slavic, East European & Eurasian Studies* 53, 3: 14-15.

2007: *Women and Gender in Central and Eastern Europe, Russia, and Eurasia: A Comprehensive Bibliography* (co-author). M. E. Sharpe.

**FELDMAN, Leah M.**, Assistant Professor, Department of Comparative Literature. First appointed 2014. Untenured.

**Education:** PhD. (Comp. Lit.) University of California, Los Angeles, 2013; C.Phil. University of California, Los Angeles, 2010; B.A.(Russian, French, Humanities) University of Texas, 2006.

**Percentage of time dedicated to CEERES area:** 100%

**Research Interests:** 19<sup>th</sup> and 20<sup>th</sup> century Russian Literature, 20<sup>th</sup> Century Russophone Literature, 19<sup>th</sup> and 20<sup>th</sup> century Turkik Literature and theatre, Comparative Orientalisms, Island and Secular Criticism, Postcolonial Literature and Theory, Narrative Theory, Intertextuality and Semiotics.

**CEERES language(s):** Russian (advanced), Azeri (advanced)

**Field Experience:** Russia, Azerbaijan

**Courses:** Comparative Lit. TBA

**Distinctions:** Princeton Institute for International and Regional Studies (PIRS), Research Fellow (2013-14)

**Selected recent publications:**

forthcoming: "Red Jihad: Translating Communism in the Muslim Caucasus." *Boundary 2*.

2012: "Orientalism on the Threshold: Reorienting Heroism in Late Imperial Russia." *Boundary 2* 39(2):161-80.

**FITZPATRICK, Sheila**, Bernadotte E. Schmitt Distinguished Service Professor, Department of History. First appointed 1990. Tenured.

**Education:** D. Phil. Oxford University (Oxon.), 1969; B.A. (Hons.), U. Melbourne, 1961.

**Percentage of time dedicated to CEERES area:** 100%

**Research Interests:** Modern Russia and Soviet Union; Soviet Social, Political, and Culture History, 1917-1970; Social Identity; Social Mobility; Soviet Foreign Cultural Relations

**CEERES language(s):** Russian (5)

**Field Experience:** Russia/USSR, Latvia

**Courses:** Sources on Russian, Soviet, and Post-Soviet History; Seminar: Soviet History 1,2; Social Identity in 20th Century Russia; Russian Women's Lives

**Dissertation/Thesis Supervision (last 5 years):** 6 Ph.D.s, 11 M.A.s

**Distinctions:** ARC Discovery Project Grant (2013-16), "War and Displacement: From the Soviet Union to Australia in the Wake of the Second World War"; AHA Award for Scholarly Distinction (2012); ASEES Award for Distinguished Contributions (2012); Honorary Professor, University of Sydney (2012); Member, Amer Acad of Arts and Sci (2005); Mellon Distinguished Achievement Award (2002); MacArthur Fdn Research/Writing Award, (98-99, 87-88); Pres, AAASS (1997);

**Selected recent publications:**

2013: *A Spy in the Archives*. Melbourne University Press.

2013: "T.H. Rigby Remembered." *Kritika* 14(2):369-81

2012: Things under Socialism: The Soviet Experience," In: *The Oxford Handbook of the History of Consumption*. University of Oxford Press.

2008: *Beyond Totalitarianism: Stalinism and Nazism Compared*. Cambridge: Cambridge UP.



**FLEISCHER, Cornell**, Kanuni Süleyman Professor of Ottoman and Modern Turkish Studies, Departments of NELC and History. First appointed 1993. Tenured.

**Education:** Ph.D. (Near Eastern Studies), Princeton University, 1982; M.A., Princeton, 1976; B.A. Princeton, 1972.

**Percentage of time dedicated to CEERES area:** 75%

**Research interests:** Ottoman History, Age of Süleyman, Apocalypticism

**CEERES language(s):** Turkish (Modern & Ottoman)(4), Azeri, Chagatay, Uzbek, Russian

**Field Experience:** Egypt, Turkey, Iran, Iraq

**Courses:** Seminar: Ottoman World/Süleyman 1,2; Renaissance East and West; Ottoman Diplomatics/Paleography; Ottoman Historical Texts, Ottoman Empire 1300-1750.

**Dissertation/Thesis Supervision (last 5 years):** 20 PhDs, 4 MAs, 1 BA

**Distinctions:** Faculty Award Graduate Teaching (2010); NEH Fellowship (2004-05); Franke Institute Fellowship, U Chicago (2003-04); Member, American Academy of Arts and Sciences (1997-); Director, Center for Middle Eastern Studies, 1996-98; President, Turkish Studies Assn. (1996-98); MacArthur Prize Fellowship (1988-93); SSRC & Fulbright-Hays Fellowships (1986-87), more.

**Selected recent publications:**

Forthcoming: *A Mediterranean Apocalypse: Empire and Prophecy, 1450-1550*. Univ. of California Press.

Forthcoming: "Imperialism and Apocalypse, 1450-1550," *Annales*

2009: "Ancient Wisdom and New Sciences," in M. Farhad and S. Bagci, *Falnama: The Book of Omens*, Sackler Gallery/Thames and Hudson

**FRIEDRICH, Paul**, Professor Emeritus (Active), Departments of Anthropology, Linguistics, Social Thought. First Appointed 1962. Tenured.

**Education:** Ph.D. (Ethnology & Linguistics), Yale University, 1957; M.A. (Russian), Harvard, University, 1951; B.A., Harvard, 1951.

**Percentage of time dedicated to CEERES area:** 50%

**Research Interests:** Russian poetry, Chechnya, Tolstoy, Pushkin

**CEERES language(s):** Russian (3)

**Field Experience:** Post WWII Russian Refugees; Michoacán, Mexico, Kerala, India

**Courses (CEERES-related only):** Tyutchev; Pushkin; Tolstoy: Short Works; Thoreau and Tolstoy; Culture/Character: *Anna Karenina*; *Crime and Punishment* and the Critics

**Dissertation/Thesis Supervision (last 5 years):** 5 PhDs

**Distinctions:** Faculty Award for Excellence in Graduate Teaching (1999); John Simon Guggenheim Fellowship (1982-83); NEH (1974-76); SSRC (1966-67).

**Selected recent publications:**

2008: "A Tragedy of Language and a Language of Tragedy: *Madam Bovary* and *Anna Karenina*," with Domnica Radulescu. In *Poetics, Self, Place: Essays in Honor of Anna Lisa Crone*. Bloomington: Slavica Publishers.

2006: "Karamazov Eros," University of Chicago, Basic Books Program, *The Brothers Karamazov*.

2004: "Tolstoy, Homer and Genotypical Influence," *Comparative Literature* 56(4): 283-99.

**GAL, Susan,** Mae and Sidney G. Metzl Distinguished Service Professor, Departments of Anthropology & Linguistics. First appointed 1994. Tenured.

**Education:** Ph.D. (Anthropology) University of California, Berkeley, 1976; M.A. University of California, Berkeley, 1971; B.A. Barnard College, 1970.

**Percentage of time dedicated to CEERES area:** 75%

**Research Interests:** linguistic nationalism; language and gender; rhetorical and symbolic aspects of political transformation in contemporary eastern Europe; post socialism.

**CEERES language(s):** Hungarian (5), German (4)

**Field Experience:** Hungary (annually); Fulbright to Hungary 1990, Austria (annually)

**Courses taught or proposed (partial listing):** Ethnography of Europe/Central Europe/Eastern Europe; Language in Culture; Gender Theory and Anthropology; Politics of Language, Politics of Culture in Eastern & Western Europe

**Dissertation/Thesis Supervision (last 5 years):** 17 PhDs, 10 MAs

**Distinctions:** Faculty Award for Graduate Teaching (2014); Iris Marion Young Distinguished Lecture, CGSS UChicago (2013); Simon Distinguished Visitor, Anthropology, University of Manchester (2010); Fellow of the American Academy of Arts and Sciences (elected 2007); Fellow, Collegium Budapest Center for Advanced Study (Summers 2004, 2005); SSRC International Scholars Fellowship (2004-2005).

**Selected recent publications:**

2013: "Tastes of Talk: Qualia and the Moral Flavor of Signs," *Anthropological Theory* 31:31-48.

2011: "Polyglot nationalism: Linguistic theories and everyday practice in 19<sup>th</sup> century Hungary" *Langage et societe* 136:1-24.

2008: "Hungarian as a minority language." In: *Multilingual Europe: Facts and Policies*. Berlin/New York: Mouton de Gruyter.

2005: "Language ideologies compared: Metaphors of public and private." *Journal of Linguistic Anthropology*. 15:1:23-37.

**GAVRILOV, Leonid A.** Research Associate, Center on Demography and the Economics of Aging, NORC. First appointed 1997. Full-time research position

**Education:** Ph.D. (Genetics), Moscow State University, 1980; M.S.(Chemistry), Moscow State Univ., 1976.

**Percentage of time dedicated to CEERES area:** 25%

**Research interests:** Biodemography of human longevity; analysis of human mortality and aging; genetics of aging and longevity

**CEERES language(s):** Russian (native)

**Field Experience:** Russia

**Distinctions:** The European Union award (INTAS grant #93-1617)

**Selected recent publications:**

2012: (w/ Gavrilova N.S.) Biodemography of exceptional longevity: Early-life and mid-life predictors of human longevity. *Biodemography and Social Biology*, 58(1):14-39.

2011: (w/ Gavrilova N.S.) Season of birth and exceptional longevity: Comparative study of American centenarians, Their Siblings, and Spouses. *Journal of Aging Research*.

2009: (w/ Gavrilova N.S.), "Aging Populations: Russia/Eastern Europe." In: *International Handbook of the Demography of Aging*, pp. 113-131.

**GAVRILOVA, Natalia**, Research Associate, Center on Demography and the Economics of Aging, NORC. First appointed 1997. Full-time research position.

**Education:** PhD (Anthropology), Moscow State University, 1982; M.S. (Chemistry), Moscow State Univ., 1977; M.S., (Computer Science), University of Chicago, 2003.

**Percentage of time dedicated to CEERES area:** 25%

**Research interests:** Biodemography of human longevity; analysis of human mortality and aging; genetics of aging and longevity

**CEERES language(s):** Russian (native)

**Field Experience:** Russia

**Distinctions:** International Science Foundation Emergency Awards for Russian Scientists (1994); Moscow Society of Naturalists Awards for the best scientific research in 1986-88 (1989)

**Selected recent publications**

2013: Guillot M, Gavrilova N, Torgasheva L, Denisenko M. Divergent Paths for Adult Mortality in Russia and Central Asia: Evidence from Kyrgyzstan. *PLoS ONE* 8(10)

2009: Gavrilov N.S., Gavrilov L.A., "Aging Populations: Russia/Eastern Europe." In: *International Handbook of the Demography of Aging*, pp. 113-131

2005: "Patterns of Violent Crime in Russia" (with L.A. Semyonova, V.G. Evdokushkina & G.N. Ivanova), in W.A. Pridemore, ed., *Ruling Russia: Law, Crime, and Justice in a Changing Society*, Boulder, CO: Rowan & Littlefield.

2003: "Age Patterns of Mortality in the Urban and Rural Population of Russia in the 90s years of the 20th Century" (with G.N. Ivanova, N.S. Semyonova, & V.G. Evdokushkina), *Disease Prevention and Health Promotion*.

**GIANNAKIDOU, Anastasia**, Professor, Department of Linguistics. First appointed 2001. Tenured.

**Education:** Ph.D. (Linguistics), University of Groningen, Netherlands, 1997; M.A., Aristotle University of Thessaloniki, Greece; B.A. (Greek Philology), Aristotle University of Thessaloniki.

**Percentage of time dedicated to CEERES area:** 25%

**Research interests:** Formal semantics, syntax with emphasis on Greek, Germanic & Romance

**CEERES language(s):** Modern Greek,

**Field Experience:** Greece

**Courses:** Negative concord in Greek: a diachronic perspective; Tense, aspect and mood in Modern Greek; Modern Greek Language; Syntax-Semantics interface; Indefinite Pronouns in Slavic Languages; Bilingualism: Language, Culture and Cognition;

**Dissertation/Thesis Supervision (last 5 years):** 12 PhDs, 1 MA

**Distinctions:** Visiting professor, Institut Jean Nicod, Ecole Normale Supérieure, (2013); NIH grantee (2006-present); Fellow of the Dutch Academy of Science (1999-2002); Grotius Postdoctoral Fellow, Inst for Logic, Language and Computation, U Amsterdam.

**Selected recent publications:**

2014: (w/ A. Mari.) "Evidential reasoning with future morphemes: epistemic weakening and partial knowledge." *Lingua*.

2013: "The modality of the present and the future: Greek, Dutch, and beyond." *Natural Language and Linguistic Theory*.

In press: (w/ Urtzi Etxeberria, Lilia Schurcks, eds). Quantification and noun phrase structure in Slavic and beyond. Series: *Studies in Generative Grammar*, Mouton de Gruyter.

**GILBURD, Eleanor**, Assistant Professor, Department of History. First appointed 2013. Untenured.

**Education:** Ph.D. (History), University of California, Berkeley, 2010; M.A., University of California, Berkeley (2000); B.A. (History), University of Chicago (1998).

**Percentage of time dedicated to CEERES area:** 25%

**Research interests:** Formal semantics, syntax with emphasis on Greek, Germanic & Romance

**CEERES language(s):** Modern Greek

**Field Experience:** Greece

**Courses:** Russia and the West; 20th-century Russia; Russian Cultural History.

**Distinctions:** National Endowment for the Humanities Fellowship (2013-14); Robert C. Tucker/Stephen F. Cohen Dissertation Prize, Association for Slavic, East European, and Eurasian Studies (2011).

**Selected recent publications:**

2013: *The Thaw: Soviet Society and Culture during the 1950s and 1960s*. University of Toronto Press (Co-editor w/Denis Kozlov).

2013: "The Revival of Soviet Internationalism in the 1950s," In *The Thaw*

2006: "Picasso in Thaw Culture," *Cahiers du Monde russe* 47(1-2): 65-108.

2006: "Books and Borders: Sergei Obruchov and Soviet Travels to London in the 1950s." In *Turizm: The Russian and East European Tourist Under Capitalism and Socialism*. Cornell University Press.

**GINSBURG, Thomas**, Spritz Professor of Law, University of Chicago Law School. First Appointed 2008. Tenured.

**Education:** Ph.D. (Jurisprudence and Social Policy), University of California, Berkeley, 1999; J.D. University of California, Berkeley, 1997; B.A. (Asian Studies), University of California, Berkeley, 1989

**Percentage of time dedicated to CEERES area:** 25%

**Research Interests:** International human rights

**Field Experience:** Montenegro, Mongolia, Georgia, Russia

**Courses:** Comparative Judicial Politics, Comparative Legal Institutions, International Human Rights; International and Comparative Law.

**Distinctions:** Best Dataset Award, American Political Science Association Section on Comparative Democratization (2013); Fellow, American Academy of Arts and Sciences (elected 2013); Best Book Award, American Political Science Association Section on Comparative Democratization (2010); Abe Fellowship, Social Science Research Program (2008-10) Herman Pritchett Award, American Political Science Association, 2004; Order of the Coif.

**Selected Recent Publications:**

2013: *Constitutions in Authoritarian Regimes* (ed. w/Alberto Simpser). Cambridge U. Press.

2013: "Beyond Presidentialism and Parliamentarism: On the Hybridization of Constitutional Form," (w/ Jose Cheibub and Zachary Elkins)

2012: *Comparative Constitutional Design* (ed). Cambridge University Press.

2009: *The Endurance of National Constitutions* (w/Z. Elkins, J. Melton), Cambridge U. Press

2008: *Comparative Legal Institutions* (with F. Parisi and G. Seidman), Aspen

**GORBACHOV, Yaroslav**, Assistant Professor, Department of Slavic Languages and Literature. First Appointed 2008. Untenured.

**Education:** Ph.D. (Linguistics), Harvard University, 2007; B.A. (Russian Language and Literature) Novosibirsk State University, 1993.

**Percentage of time dedicated to CEERES area:** 100%

**Research Interests:** Slavic, Baltic, and Indo-European linguistics, especially phonology and verb morphology; History of Russian, Lithuanian, English; Slavic and Baltic accentology and aspectology; Old Russian, Modern Russian dialects.

**CEERES language(s):** Russian (native), German, Polish, Czech, Ukrainian, Lithuanian; old languages: Old Church Slavonic, Old Russian, Bulgarian, Bosnian/Croatian/Serbian.

**Field Experience:** Lithuania, Germany

**Courses:** East Slavic Literature to 1300; History of East Slavic; Comparative Slavic Phonology; Old Church Slavonic.

**Distinctions:** 2007 LinG Award (awarded by the Harvard College Linguistics Group for excellence in undergraduate teaching); 2005 *Graduate Society Fellowship*; 1992 DAAD fellowship to Carl von Ossietzky Universitat, Germany.

**Selected Recent Publications:**

forthcoming: "The Origin of the Baltic Inchoative in –sta-. An overlooked Proto-Baltic sound law. *IF*.

2008: "Nine Observations on the Old Phrygian Inscription from Vezirhan", *Kadmos* 2008, vol. 47, 91-108.

**GRENOBLE, Lenore A.**, Carl Darling Buck Professor, Departments of Slavic Languages & Literatures and Linguistics. First Appointed 2007. Tenured.

**Education:** Ph.D. (Slavic Linguistics), University of California, Berkeley, 1986; M.A. (Slavic Linguistics), University of California, Berkeley, 1982; B.A. (Russian), Cornell University.

**Percentage of time dedicated to CEERES area:** 100%

**Research interests:** Slavic, Tungusic and languages of the North, discourse and conversation analysis, deixis, contact linguistics and language endangerment, attrition, and revitalization.

**CEERES language(s):** Russian(5), German(5), Serbian-Croatian(3), Siberian languages

**Field Experience:** Russia (Siberia), Greenland

**Courses:** Intro to Slavic Linguistics; South Slavic Linguistics; West Slavic Linguistics; Russian Discourse Analysis; Structure of Modern Russian.

**Dissertation/Thesis Supervision (last 5 years):** 8/15 PhDs, 2 MAs

**Distinctions:** American Council of Learned Societies (2013-14); American Councils for International Education ACTR/ACCELS Title VIII (2013-14); National Science Foundation, (2011; 1998); National Science Foundation, three-year award, with co-PI Lindsay J. Whaley, to study "The Language-Dialect Continuum of Northwestern Tungus" (1997).

**Selected Recent Publications:**

2013: *Language Typology and Historical Contingency* (co-ed.). Amsterdam: John Benjamins.

2011: "On thin ice: Language, culture and environment in the Arctic," *Language Documentation and Description* 9, 13-34.

2008: "Syntax meets discourse: Subordination in Slavic," In *American Contributions to the XIV International Congress of Slavists*, 161-180. Bloomington: Slavica.

**HALL, Jonathan M.**, Phyllis Fay Horton Distinguished Service Prof in the Humanities, Depts of Classics, History, and Ancient Mediterranean World. First appointed 1996. Tenured.  
**Education:** Ph.D. (Classics), King's College, University of Cambridge, 1993; M.A. University of Oxford, 1991; B.A., University of Oxford, 1988.  
**Percentage of time dedicated to CEERES area:** 50%  
**Research interests:** Social and cultural history/archaeology of the Early Iron Age and Archaic Greece; Ancient ethnicity and cultural identity; The Greek *polis* and Greek settlements overseas.  
**CEERES language(s):** Greek (Modern, Ancient) (5)  
**Field Experience:** Greece, Macedonia  
**Courses:** Sem: Greek/Near Eastern History; Ancient Mediterranean World; Ancient Sparta  
**Dissertation/Thesis Supervision (last 5 years):** 5 PhDs; 1- B.A.s  
**Distinctions:** Quantrell Award for Excellence in Undergraduate Teaching (2009); Laing Prize (2004); Goodwin Award (1999).  
**Selected recent publications:**  
in press: *Artifact and Artifice: Classical Archaeology and the Ancient Historian*. Chicago: University of Chicago Press.  
2013: "The rise of state action in the Archaic age," In: *A Companion to Ancient Greek Government*. Chichester: Wiley-Blackwell.  
2012: Articles on 'The Heraion' and 'Argolis', in R. Bagnall *et al.* (eds), *An Encyclopedia of Ancient History*. Chichester: Wiley-Blackwell.

**HAROUTUNIAN, Hripsime**, Lecturer, Department of Near Eastern Languages and Cultures (Armenian). First appointed, 2001. Untenured.  
**Education:** Ph.D. (Near Eastern Studies), Institute of Oriental Studies, Russian Academy of Sciences, Moscow, 1992; M.A., Armenian Pedagogical Institute for Foreign Languages, Yerevan, 1983.  
**Percentage of time dedicated to CEERES area:** 100%  
**Research Interests:** Armenian linguistics and literature, Armenian art, religion, culture and traditions; Indo-European Languages/Comparative Linguistics  
**CEERES languages(s):** Armenian, Russian, Turkish  
**Courses:** Elementary and Intermediate Modern Armenian, Contemporary Armenia; Introduction to Classical Armenian; Pre-Modern Armenian Literature; Introduction to History and Culture of Armenia; Ancient Empires-1: Hittite Kingdom  
**Distinctions:** Fulbright Fellowship to research at the Hittite Dictionary Project, 1992-94;  
**Selected recent publications:**  
2007: Review of *N. Baratyan et al., Armenian-English Dictionary, Erevan: Macmillan Armenia*, 2004. In: JSAS (2007), pp. 590.  
2003: "The Hittite Ritual Against a Curse (CTH 429)," in G.M. Beckman, et al, eds., *Hittite Studies in Honor of Harry A. Hoffner, Jr.*, Winona Lake, IN: Eisenbrauns.  
2002: "Bearded or Beardless? Some Speculations on the Function of the Beard among the Hittites," in K.A. Yener & H.A. Hoffner, Jr., eds., *Recent Developments in Hittite Archaeology and History*. Winona Lake, IN: Eisenbrauns.

**HILLIS, Faith**, Assistant Professor, History (Russian). First Appointed 2010. Untenured.

**Education:** Ph.D. Yale University 2009; M.Phil. Yale University 2006; M.A. Yale University 2005; B.A. Princeton University 2002.

**Percentage of time dedicated to CEERES area:** 100%

**Research interests:** Modern Russia; Ukrainian history; modern Europe; urban history; nationalism; borderlands; comparative empires; history of political ideas and cultures; migration and mobility

**CEERES language(s):** Russian; Ukrainian; Polish; Yiddish (reading)

**Field Experience:** Russia; Ukraine

**Courses:** Russian Civilization 1-2; European Civilization 2; The Russian Empire, 1700—1917; Russian and the World; Imperial Europe; The Lands Between: Europe from the Black Sea to the Baltic (abroad); Nations and Nationalism in Modern Europe; Imperial Encounters

**Dissertation/Thesis Supervision (last 5 years):** 4 PhDs, 7 MAs

**Distinctions:** Social Science Division Research Grant, UChicago (2012-14); National Council for Eurasian and East European Research (NCEEER) Title VIII National Research Fellowship (2010-12).

**Selected Recent Publications:**

2013: *Children of Rus': Right-Bank Ukraine and the Invention of a Russian Nation*. Cornell University Press.

2012: "Ukrainophile Activism and Imperial Governance in Russia's Southwestern Borderlands," *Kritika* 13(2): 303-28.

2012: "Migration, Mobility, and Political Conflict in Late Imperial Kiev," In *Russia on the Move: Essays on the Politics, Society and Culture of Human Mobility, 1850-Present*. University of Illinois Press.

**HOULE, Erik**, Lecturer, Department of Slavic Languages and Literature. First appointed 2012. Untenured.

**Education:** Ph.D. University of Chicago (Slavic Linguistics) 2013; M.A.. University of Chicago (Slavic Linguistics) 2004; B.A. (Russian) University of California, Riverside 1997.

**Percentage of time dedicated to CEERES area:** 100%

**Research interests:** Comparative Slavic linguistics; language pedagogy

**CEERES language(s):** Russian; Polish; Bulgarian; Ukrainian; Armenian; German

**Field Experience:** Russia; Poland; Ukraine; Armenia

**Courses:** First Year Russian; Second Year Russian; First Year Polish

**Distinctions:** ACLS Grant for Summer Intensive Polish at Loyola University (2012).

**Selected Recent Publications:**

2013: *Pre-posed Possessive Constructions in Russian and Polish*, PhD dissertation.



**IL'CHUK, Yulia**, Lecturer, Department of Slavic Languages and Literatures. First appointed 2014. Untenured.

**Education:** Ph.D. (Slavic Dept.), University of Southern California, 2005; M.A. (Comparative Literature), National University of "Kyiv-Mohyla Academy," 1996; B.A. (English) Mary Baldwin College, 1993.

**Percentage of time dedicated to CEERES Area:** 100%

**Research interests:** 19<sup>th</sup>-21<sup>st</sup> Russian and Ukrainian Literature and Culture, Translation Studies, Performance Studies, Postcolonial Theory, Sociolinguistics, and Language Pedagogy

**CEERES Language(s):** Russian; Ukrainian

**Field Experience:** Russia; Ukraine

**Courses:** Realism in Russia; Nikolai Gogol (1809-1852); Russian Lit from Modernism to Postmodernism; City Myth in Soviet and Post-Soviet Russian & Ukrainian Culture

**Selected recent publications:**

"Deconstructing the Empire, Mapping the Identity: Post-Soviet Russian and Ukrainian Literary Travelogue."

"Nikolai Gogol's Self-Fashioning in the 1830s: The Postcolonial Perspective."

"Performing Hybrid Identity: the Editing History of Gogol's *Vechera na khutore bliz' Dikan'ki* (1831-1832)."

"'Ne prodaetsia vdokhnoven'e, no mozhno rukopis' prodat': Authorship and Copyright in Russian Literature of the 1820-1830s."

**ILIEVA, Angelina**, Lecturer, Department of Slavic Languages and Literatures (Balkan and South Slavic). First appointed 2006. Untenured.

**Education:** Ph.D. (Slavic Dept.), Northwestern University, 2005; M.A. (Comparative Literature), Pennsylvania State University, 1996; B.A. (English) Mary Baldwin College, 1993.

**Percentage of time dedicated to CEERES Area:** 100%

**Research interests:** The relation between representation and identity, anthropological approaches to culture, and contemporary critical theory (particularly in South Slavic literature).

**CEERES Language(s):** Bulgarian (native); English (near-native); Russian (near-native); reading comprehension of Macedonian, Bosnian/Croatian/Serbian, and French; Strangers to Ourselves: Émigré Literature and Film.

**Field Experience:** Bulgaria, Former Yugoslavia

**Courses:** Cinema of the Balkans; Balkan Folklore; Returning the Gaze: The Balkans and Western Europe; Intro to Twentieth Century South Slavic Literature; Imaginary Worlds: the Fantastic and Magic Realism in Russia and South Eastern Europe; The Brighter Side of the Balkans: Humor and Satire in Balkan Literature.

**Dissertation/Thesis Supervision (last 5 years):** 1 M.A.s; 1 Ph.D.

**Distinctions:** Title VIII Travel Grant "Under Western Eyes: Balkan Identities and the Western Gaze" (2009); UChicago Arts Planning Council *Curricular Innovation Grant* (2012)

**Selected recent publications:**

forthcoming: "Negotiating the Western Gaze in Manchevski's *Before the Rain*" *Balkanistica*

forthcoming: Short stories by the Bulgarian writer Zdravka Evtimova, translation, Northwestern U. Press

2012: Book Review, Milutinovic, Zoran. *Getting Over Europe: The Construction of Europe in Serbian Culture*. *Studia Imagologica. Slavic and East European Journal* 56(2): 301-302.

**ISMAYILOVA, Leyla**, Assistant Professor (Social Service Administration). First appointed 2013. Untenured.

**Education:** Ph.D. (Social Work), Columbia University; M.A. (Social Work), Columbia University; M.A. (Psychology) Baku State University (Azerbaijan); B.A. (Psychology) Baku State University.

**Percentage of time dedicated to CEERES Area:** 25%

**Research interests:** Family-based interventions; international social work; exposure to violence among at-risk children; sexual risk behaviors and substance abuse; economic empowerment; child rights.

**CEERES Language(s):** Azeri (native); Russian

**Field Experience:** Azerbaijan; Kazakhstan; Uganda; Jordan.

**Courses:** Program Evaluation in International Settings; International Perspective on Social Policy and Social Work; Clinical Research: Using Evidence in Clinical Decision Making.

**Dissertation/Thesis Supervision (last 5 years):** 5 M.A.s; 1 Ph.D.

**Distinctions:** NIDA grant “Multi-Media Drug Use and HIV Prevention Among Youth in Kazakhstan,” (2013); (UNICEF) grant “Children and Violence in Burkina Faso.”

**Selected recent publications:**

in press: “Intimate partner physical and sexual violence and pregnancy outcomes in the three former Soviet Union countries: Azerbaijan, Moldova, and Ukraine.” *Violence Against Women*.

2013: (co-author) “Prevalence and correlates of intimate partner violence by type and severity: Population-based studies in Azerbaijan, Moldova, and Ukraine.” *Journal of Interpersonal Violence*, 28(12): 2521 – 2556.

2013: (co-author) “Mental Health and Migration: Depression, Alcohol Abuse, and Access to Health Care among Migrants in Central Asia.” *Journal of Immigrant and Minority Health*, 1-11.

**JACKSON, Matthew Jesse**, Associate Professor, Department of Visual Arts, Department of Art History and the College. First Appointed 2005. Tenured.

**Education:** Ph.D. (History of Art), UC Berkeley (2003); M.Phil. [ABD] (Russ Lit), Columbia University (1996); M.A. (Russ Lit), Columbia University (1994); B.A. (French and German), Florida State University (1992); B.A. (History and Russian), Florida State University (1991)

**Percentage of time dedicated to CEERES area:** 100%

**Research Interests:** Contemporary, Postwar European, Soviet and Russian art; Theory and practice of the Euro-American historical and neo-avant-gardes; conceptual art; the history of art history; management and performance art

**CEERES Language(s):** Russian(4), German(4)

**Field Experience:** Russia

**Courses:** Soviet Art; Art and Spectacle: From Debord to Retort; 20th-Century Avant-Gardes.

**Dissertations/Thesis Supervision (last 5 years):** 4 PhDs, 8 MFAs, 9 MAs, 8 BAs

**Distinctions:** Andrew W. Mellon Fellow in the Humanities (1992-1997)

**Selected Recent Publications:**

2012: “The Emperor of the Post-Medium Condition.” In *Theaster Gates: 12 Ballads for Huguenot House*. Koln: Konig.

2011: *Vision and Communism*. The New Press.

2010: *The Experimental Group: Ilya Kabakov, Moscow Conceptualism, Soviet Avant-Gardes*, Chicago: University of Chicago Press

**JANCO, Andrew**, Lecturer, Human Right Program. First appointed 2012. Untenured.  
**Education:** Ph.D. (History), University of Chicago (2012); M.A. (History) University of Toronto (2002); B.A. (History), University of Chicago (2001).  
**Percentage of time dedicated to CEERES area:** 50%  
**Research interests:** Human Rights in Russia and Eurasia; Displacement and Refugees  
**CEERES language(s):** Russian; Ukrainian  
**Field Experience:** Russia  
**Courses:** Human Rights in Russia and Eurasia; Climate Change and Displacement; Civilians and War; Refugee History and Digital Archives.  
**Selected recent publications:**  
forthcoming: “‘Unwilling’: The One-Word Revolution in Refugee Status, 1940-1951.” *Contemporary European History*.  
2013: “KVN: Authenticity and Improvised Comedy in the Soviet Union, 1957-1971,” In: *Popular Television and Authoritarian Europe*. University of Manchester Press.  
2008: “The Soviet Refugee: Problems of Imposture and Contested Identity in the Displaced Persons’ Camps, 1945-1947.” In *Beyond Camps and Forced Labor: Current International Research on Survivors of Nazi Persecution*. Secolo Verlag.  
2007: “Autobiographical Texts and Creation of ‘Second Wave’ Émigré Identities” [in Russian] *Novyi Zhurnal/The New Review* 246.

**JASAREVIC, Larisa**, Senior Lecturer, International Studies Program, University of Chicago. First appointed 2010. Untenured.  
**Education:** Ph.D. (Anthropology Dept.), University of Chicago, 2010; M.A. (Social Science), University of Chicago, 2002; B.A. (Anthropology) The College of William and Mary, 1999.  
**Percentage of time dedicated to CEERES Area:** 100%  
**Research interests:** Economic and medical anthropology; political economy; postsocialism; anthropology of body and experience; local knowledge, global science and modern forms of magic; Bosnia; Former Yugoslavia; Postsocialist Europe.  
**CEERES Language(s):** Bosnian-Serbian-Croatian  
**Field Experience:** Bulgaria, Former Yugoslavia  
**Courses:** Introduction to Contemporary Global Issues – I and II; NGO Humanitarianism: Politics of Humanitarian Intervention Global Capital, Local Bodies: Scientific, Spectral, and Speculative Economies; Living With Debt: A Comparative Perspective; Magic in the Market.  
**Dissertation/Thesis Supervision (last 5 years):** 5 B.A.s  
**Selected recent publications:**  
forthcoming: *Intimate Debt: Health and Wealth on the Bosnian Market*. Indiana U. Press.  
2012: “Pouring Out Postsocialist Fears: Practical Metaphysics of a Therapy at a Distance.” *Comparative Studies in Society and History*. 54(4): 1-28.  
2012: “Grave Matters and the Good Life: On a Finite Economy in Bosnia.” *Cambridge Anthropology*. 30(1): 25-39.

**KAEGI, Walter E.**, Professor, Department of History (Byzantine), Committee on the Ancient Mediterranean World; Voting Member, The Oriental Institute. First appointed 1965. Tenured.  
**Education:** Ph.D. Harvard University, 1965; M.A., Harvard University, 1960; B.A. Haverford College, 1960.

**Percentage of time dedicated to CEERES area:** 50%

**Research Interests:** Byzantine Empire, Late Antiquity, Byzantine-Islamic Studies, Military History; Current Project: Muslim Conquest of North Africa and Its Aftermath

**CEERES languages(s):** Greek (5), German (5), French (5), Arabic (3), Italian (3)

**Field Experience:** Turkey, Greece, Russia, Serbia, Croatia, Slovenia, Macedonia, Bulgaria,

**Courses:** Byzantine Empire 330-610, 610-1025, 1025-1453; Byzantine Civilization 1,2; Byzantium and Islam; Byzantium and the Arabs; Medieval Byzantine Sources 1,2; European Military History to 1815.

**Dissertation/Thesis Supervision (last 5 years):** 4 PhDs, 7 MAs, 6 BAs, 11 doctoral committees

**Distinctions:** Fulbright-Hays Fellowship (Tunisia, Algeria & Morocco), 2004-05; National Humanities Center Fellow (1996-97); John Simon Guggenheim Fellowship (1990-91)

**Selected recent publications:**

2010: *Muslim Expansion and Byzantine Collapse in North Africa*. Cambridge University Press.

2008: "Confronting Islam: Emperors versus Caliphs, 641-c.-850." In *The Cambridge History of Byzantine Empire*. Cambridge University Press.

2006: "The Aures and the Byzantine Defeat at Sbeitla in 647." Published in collective volume by the Société d'Études et de Recherches sur l'Aurès Antique and University of Khenchela, Algeria. Journal *AOURAS* 3. 185-206

2004: "The Interrelationship of Seventh-Century Muslim Raids Into Anatolia with the Struggle for North Africa," *Byzantinische Forschungen*, 28.

2003: *Heraclius Emperor of Byzantium*, Cambridge University Press.

**KARATEKE, Hakan T.**, Associate Professor, Dept of Near Eastern Languages and Civilizations (Ottoman and Turkish Culture, Lang and Lit). First appointed 2009. Tenured.

**Education:** Dr.Phil. in Ottoman and Turkish Studies, University of Bamberg, Germany, 1998; Doctoral Studies at the University of Vienna, Institute of Oriental Studies, 1993-94; B.A. University of the Bosphorous, Istanbul, 1993.

**Percentage of time devoted to CEERES area:** 100%

**Research Interests:** Ottoman and Turkish Studies

**CEERES language(s):** Modern Turkish (native), Ottoman Turkish

**Field Experience:** Turkey

**Courses:** The Ottoman Empire; Evliya Çelebi: An Ottoman Perception; The Ottomans on Death; Modern Turkish; Ottoman Turkish; The Ottomans on Death.

**Selected recent publications:**

2013: *Evliya Çelebi's Journey from Bursa to the Dardanelles and Edirne: From the Fifth Book of Seyahatname*. Edited with an introduction, translation and annotations. Leiden: E.J. Brill.

2011: (co-author) "Late Ottoman and Early Republican Turkish Historiography," *The Oxford History of Historical Writing: Volume 4: 1800-1945*. Oxford University Press.

2011: "The Ideal of the Ottoman Sultan in the Nineteenth Century." *Comparing Empires: Encounters and Transfers in the Long Nineteenth Century*. Göttingen.

2010: "Translation Issues in A. Galland's Arabian Nights." In *Binbir Gece'ye Bakışlar*. Istanbul.

**KEISER, Jonathan C.**, Assistant Professor at Columbia College Chicago and Executive Director of Academic Development, City Colleges of Chicago. First appointed 2011. Untenured.  
**Education:** Ph.D. (Curriculum and Instruction), University of Minnesota, 2010; M.S., (Biology), University of Alabama, 1998; B.S. (Environmental Science), Drexel University, 1994.  
**Percentage of time devoted to CEERES:** 25%  
**Professional Interests:** Science Literacy, STEM Education, Assessing Student Learning, Curriculum development and evaluation  
**CEERES language(s):** Polish (native); Russian (fluent); Czech (reading)  
**Field Experience:** Poland; Russia  
**Courses:** Technology Tools for Math Educators, Environmental Science, Assessment and Evaluation (Columbia College).  
**Dissertation/Thesis Supervision (last 5 years):** 3 Ph.D.s, 1 B.A.s,  
**Distinctions:** Dean's Award - Education Excellence, Dunwoody College of Technology (2005); Observer Award, Dunwoody College of Technology (2005); International Food Science Academy, National Science Foundation (2005).  
**Selected recent publications:**  
2012: "Toward Validating Student Course Evaluations: The Relationships between Grades, Response Rates, and Evaluation Scores." In *Collection of Papers on Self-Study and Institutional Improvement 2012* – Higher Learning Commission's Annual Conference, March 30 – April 3, 2012, Chicago, IL, pp. 60-65. (co-author).  
2010: "Our Changing Landscape: Non-Traditional Paths in American Higher Education." Whitepaper based on the Association for Institutional Research (AIR) 2010 Forum. (co-author).  
2004: "Technical Education Curriculum Assessment." *Journal of Vocational Education Research*, 29(3): 181-194.

**KHITROVA, Daria**, Visiting Fellow, Neubauer Collegium (2013-present); Visiting Assistant Professor, Slavic Department UCLA (2011-present). Untenured.  
**Education:** Ph.D. (Russian Literature), Russian State University for the Humanities (2005); B.A. Saint-Petersburg State University (2002)  
**Percentage of time dedicated to CEERES area:** 100%  
**Research Interests:** Russian literature of the first part of the 20<sup>th</sup> century; Russian theater and dance of 20<sup>th</sup> century; Russian literature and culture of 19<sup>th</sup> century  
**CEERES language(s):** Russian (native), German (fluent)  
**Field Experience:** Russia  
**Courses:** History of Russian Criticism, 1820s-1830s; Staging Feelings: Russian Lyrical Poetry in the first half of the 19<sup>th</sup> century; Pushkin and His Age.  
**Selected recent publications:**  
forthcoming: "This is No Longer Dance": The Politics of Choreography in *The Steel Sheep* (1927)." *Critical Inquiry*.  
2011: "Einstein's Choreography in *Ivan the Terrible*." *Studies in Russian and Soviet Cinema* 5(1): 55-71.  
2010: "Illustratsia v rolu kommentariia: "Pikovaia Dama" Alexandra Benoid [Illustration as Commentary: Alexandre Benois' *The Queen of Spades*]. In *Con amore: Festschrift for Prof. Liubov' Kiseleva*. Moscow: OGI.

**KOSMALA, Kinga**, Lecturer, Department of Slavic Languages and Literatures (Polish). First appointed 2010. Untenured.

**Education:** Ph.D. (Slavic Dept.), University of Chicago, 2010

**Percentage of time dedicated to CEERES Area:** 100%

**Research interests:** Polish and American non-fiction writing, its theory and ethics; theories of the media; 20<sup>th</sup> century East European history, politics and culture; identity formation; Contemporary European and American cinema; Contemporary Polish culture and politics.

**CEERES Language(s):** Polish (native); Russian.

**Field Experience:** Poland; Russia

**Courses:** Elementary Polish 1-3; Intermediate Polish 1-3; Advanced Polish (1-3); Polish through Literary Readings I-VI; Polish for Advanced Heritage Speakers; Intensive Polish; From Post-war to Post-wall: A History of Polish Film; After the Wall Has Fallen: (Trans)National Cinema of the Other Europe; Postwar Polish Literature; Responsible Readers: Ethics of Fiction and Non-Fiction in 20th Century East European and American Literatures.

**Distinctions:** Excellence in Teaching Award from Northwestern University, Department of Slavic Languages and Literatures (2013); Chicago Course Connection grant (2013); Professional Development Grant - Center for Study of Languages at the University of Chicago (2013).

**Selected recent publications:**

2013: "Olga Stanisławska's *Charles de Gaulle Roundabout*: Raw Facts and the Danger of Finalizing Narratives." *The Polish Review* 58(1).

2013: Review of *Polish Cinema Now!: Focus on Contemporary Polish Cinema* edited by Mateusz Werner. *Slavic and Eastern European Journal* 57(2).

2012: *Ryszard Kapuściński: Reportage and Ethics or Fading Tyranny of the Narrative*. Peter Lang International Academic Publishers.

**LEITZEL, James A.**, Senior Lecturer, Social Science Collegiate Division; Director, Public Policy Studies, the College. First appointed, 1998. Untenured.

**Education:** Ph.D. (Economics), Duke University, 1986; M.A., Duke, 1983; B.S. (Mathematics), Rensselaer Polytechnic Institute, 1981.

**Percentage of time devoted to CEERES:** 50%

**Research interests:** Russia's transition from socialism to capitalism; Economics of transition, Policy Reform; Regulation of Vice

**CEERES language(s):** Russian(4)

**Field Experience:** Ukraine; Visiting Professor, International School of Economics, Tbilisi, Georgia (2007, 2008); Visiting Professor, New Economic School, Moscow, 1997-98.

**Courses:** Economic Transition: Russia/China; Economic Analysis of Law; Regulation of Vice; Policy Analysis; Policy Reform; Behavioral Economics and Policy; International Policy.

**Distinctions:** Quantrell Award for Excellence in Undergraduate Teaching, 2004; Earhart Foundation Fellowship, 1983-84.

**Selected recent publications:**

forthcoming: *Concepts in Law and Economics: A Guide for the Curious*. Oxford U. Press.

2013: "Toward Drug Control: Exclusion and Buyer Licensing." *Criminal Law and Philosophy* 7(1):99-119.

2008: *Regulating Vice: Misguided Prohibitions and Realistic Controls*. Cambridge U. Press.

1998: "Rule Evasion in Transitional Russia," in *Economic Transformations: The Reorganization of Production, Ownership and Finance*. National Academy Press.

**LEVY, Sandra L.**, Associate Slavic Librarian. The University of Chicago Library. First appointed 1989.

**Education:** M.S. Graduate School of Library and Information Science, Univ. of Illinois, 1989; Doctoral Candidate, Indiana University, 1979; M.A. Indiana, 1975; B.A., S. Illinois Univ, 1972

**Other Professional Activities:**

Chair/commentator on panel “Gender in Pre-Modern Slavia Orthodox,” Midwest Slavic Conference, May 1992, Columbus, Ohio.

“Exchange Programs.” Talk for the Workshop for Slavic Librarians, 1992.

Member: American Association for the Advancement of Slavic Studies; Midwest Slavic Association; Early Slavic Studies Association, and other professional organizations and committees.

**Selected recent publications:**

2009: Book review of *Slavic and Russian Books and Libraries: Occasional Essays and Notes*. Edward Kasinec and Robert H. Davis, Jr. Ross Publishing, 2007. In “Slavic and East European Information Resources”. 10:1 2009, p. 107-108.

2008: Book Review in *Slavic & East European Information* 9:1, pp. 82-82 of New Media in Southeast Europe. Eds. Orlin Spassov and Christo Todorov, Sofia: Southeast European Media Centre, 2003.

2005: Book review in *Slavic & East European Information Resources*, 4:3/4, 2004; in *Russian Review* 64:4 October, pp.724-5 of *A Guide to Slavic Collections in the United States and Canada*. Allan Urbanic & Beth Feinberg, eds. Haworth Information Press: Binghamton, NY; 2005. Simultaneously co-published.

**MALAMUD, Ofer**, Associate Professor, Harris Graduate School of Public Policy Studies. First appointed 2004. Tenured.

**Education:** Ph.D. (Economics), Harvard University, 2004; B.A., Harvard University, 1997.

**Percentage of time dedicated to CEERES area:** 25%

**Research Interests:** Labor economics and economics of education; labor market outcomes associated with general and specific education

**CEERES language(s):** Romanian(4)

**Field Experience:** Romania

**Courses:** The Economics of Higher Education, Intro to Microeconomics and Public Policy; K-12 Education Policy; The Economics of Higher Education.

**Distinctions:** US Agency for International Development grant (2012); CHPPP Faculty Development Award (2008-09); Spencer Foundation Fellowship (2003-04).

**Selected recent publications:**

2014: “Self-Selection and International Migration: New Evidence from Mexico,” (w/ R. Kaestner). *Review of Economics and Statistics*, 96(1): 78-91

2011: “School Tracking on Access to Higher Education among Disadvantaged Groups,” (w/ C. Pop-Eleches). *Journal of Public Economics* 95(11-12):1538-1549.

2011: “Discovering One’s Talent: Learning from Academic Specialization,” *Industrial and Labor Relations Review*, 62(2):375-405.

2010: “The Structure of European Higher Education in the Wake of the Bologna Reforms.” In: *American Universities in a Global Market*. University of Chicago Press.

2010: “General Education vs. Vocational Training: Evidence from an Economy in Transition,” (w/C.Pop-Eleches). *Review of Economics and Statistics*, 92(1):43-60.



**MALINK, Marko**, Associate Professor, Department of Philosophy. First appointed 2011. Tenured.

**Education:** Dr.Phil. (Philosophy), Humboldt University Berlin (2008); M.A. University of Leipzig (2004)

**Percentage of time dedicated to CEERES area:** 50%

**Research interests:** Ancient Philosophy; Logic; History of Logic; Philosophy of Language; Semantics.

**CEERES language(s):** Sorbian; German; Ancient Greek; Czech (reading)

**Field Experience:** Russia

**Courses:** Aristotle's Theory of Science; Algebraic Logic and Its Critics; Elementary Logic; Aristotle on Substance and Essence; Ontological Dependence; Aristotle: Metaphysics Gamma

**Distinctions:** *Philosopher's Annual* selection for 'A Method of Modal Proof in Aristotle' (2013).

**Selected recent publications:**

2014: "Proof by Assumption of the Possible in Prior Analytics 1. 15" (w/ Jacob Rosen), *Mind*

2013: *Aristotle's Modal Syllogistic*. Harvard University Press.

2013: "Aristotle on Circular Proof." *Phronesis* 58: 215–248.

2013: 'Essence and Being: A Discussion of Michail Peramatzis, Priority in Aristotle's Metaphysics', *Oxford Studies in Ancient Philosophy* 45:341–360.

2012: "Figures of Prosleptic Syllogisms in Prior Analytics 2.7." *Classical Quarterly* 62:163–78.

2008: 'Šlowjanski pochad Friedricha W. Nietzscheho', *Rozhlad*, 43–48 [in Sorbian].

**MARKUS, Stanislav**, Assistant Professor, Department of Political Science. First appointed 2008. Untenured.

**Education:** Ph.D. (Government), Harvard University; B.A. (Philosophy, Politics, Economics), University of Pennsylvania

**Percentage of time dedicated to CEERES area:** 75%

**Research interests:** Political Economy, Rule of Law, Post-Communist Politics, Corporate Governance, Property Rights

**CEERES language(s):** Russian (5), German (5), Ukrainian (3)

**Field Experience:** Russia

**Courses:** Business and State; Comparative Politics and International Relations; "Russian Politics."

**Distinctions:** Harvard Academy Scholarship (2008-09; 2011); Max Weber Fellowship, European University Institute (2008); Carnegie Endowment for International Peace Fellowship (2002).

**Selected recent publications:**

forthcoming: "Institutional Complementarity, Economic Performance, and Governance in the Post-Communist World," *Comparative European Politics*, forthcoming. (with Martin Mendelski)

2012: "Secure Property as a Bottom-Up Process: Firms, Stakeholders, and Predators in Weak States," *World Politics*, April 2012, 64 (2): 242-77.

2008: "Corporate Governance as Political Insurance: Firm-level Institutional Creation in Emerging Markets and Beyond," *Socio-Economic Review*, 6(1):69-98.

2007: "Capitalists of All Russia, Unite! Business Mobilization under Debilitated Dirigisme," *Polity*, 39 (3):277-304.

**MASLOV, Boris**, Assistant Professor, Comparative Literature. First appointed 2009. Untenured.

**Education:** Ph.D. (Comparative Literature), University of California, Berkeley; B.A. (Classical Languages; Slavic Languages and Literatures), University of California, Berkeley

**Percentage of time dedicated to CEERES area:** 100%

**Research interests:** Historical semantics; Literature of the Christian East

**CEERES language(s):** Russian (5), German (5), Greek (5)

**Field Experience:** Russia; Germany

**Courses:** Recovering Bakhtin; Historicism and the Comparative Method; Occidentalism:

Russian Mythologies of the West; Theories of Narrative;

**Distinctions:** Loeb Classical Library Grant for Sabbatical Subvention (2011-2012)

**Selected recent publications:**

Forthcoming: "Comparative Literature and Revolution, or the Many Arts of (Mis)Reading Alexander Veselovsky." In *Compar(a)ison: An International Journal of Comparative Literature*.

2013: "The dialect basis of choral lyric and the history of poetic languages in Archaic Greece."

*Symbolae Osloenses* 2013.

2012: "Rozhdenie i smert' Dobrodeteli v Rossii: o mekhanizmax propagatsii poniatii v diskurse Prosveshcheniia" [The rise and fall of Virtue in Russia: the mechanisms of conceptual propagation in the discourse of Enlightenment.] In "*Poniatie o Rossii*": *k istoricheskoi semantike imperskogo perioda*, 343-381. Moscow: NLO

2012: "Oppozitsiia 'Vostok-Zapad' v istorii sravnitel'noi poetiki." [The East-West opposition in the history of comparative poetics.] *Arbor Mundi/Mirovoe drevo: International Journal of Theory and History of World Culture* 2012: 72-94.

**MEARSHEIMER, John J.**, R. Wendell Harrison Distinguished Service Professor, Department of Political Science, Co-director, Program on International Security Policy. First appointed 1982. Tenured.

**Education:** Ph.D. (Government), Cornell University, 1981; M.A., Cornell, 1978; M.A. (International Relations), University of Southern California, 1974; B.S. United States Military Academy at West Point, 1970.

**Percentage of time dedicated to CEERES area:** 30%

**CEERES languages(s):** Russian(3)

**Field Experience:** USSR

**Courses:** War and the Nation State; Nationalism in the Age of Globalization; Great Power Politics; Strategy; Seminar on Realism; Wksp: International Security Policy; Security Issues: Post Cold War Europe.

**Dissertation/Thesis Supervision (last 5 years):** 10 Ph.Ds

**Distinctions:** Honorary Patronage of the Philosophical Society, Trinity College (2012); Honorary Professorship, Beijing Foreign Studies University (2012); Distinguished Scholar Award, International Studies Assn. (2004); American Academy of Arts and Sciences (2003); Whitney H. Shepardson Fellowship, Council on Foreign Relations (1998-99); Quantrell Award for Excellence in Undergraduate Teaching (1985).

**Selected recent publications [CEERES related]:**

2009: "Reckless States and Realism," *International Relations*, Vol. 23, No. 2, pp. 241-256

2000: "The Case of Partitioning Kosovo," in T.G Carpenter, ed., *NATO's Empty Victory: A Postmortem on the Balkan War*, Washington, DC: CATO Institute, 133-138.

1997: "The Only Exit from Bosnia," *New York Times*, October 7, 1997.

**MENDES-FLOHR, Paul**, Professor of Modern Jewish Thought in the Divinity School; also in the Committee on Jewish Studies; Associate Faculty in the Department of History. First appointed 2000. Tenured.

**Education:** Pd.D. Brandeis University.

**Research interests:** Modern Jewish intellectual history, modern Jewish philosophy and religious thought, philosophy of religion, German intellectual history, and the history and sociology of intellectuals.

**Percentage of time dedicated to CEERES area:** 50%

**CEERES language(s):** German(5)

**Field Experience:** Germany, Israel

**Courses:** Franz Rosenzweig's Star of Redemption, Hannah Arendt's Texts on Jewishness, Modern Jewish Intellectual History, Leo Strauss and Judaism, Kant and Judaism

**Dissertation/Thesis supervision (last 5 years):** 7 PhDs

**Selected recent publications:**

2013: "The Promises and Limitations of interfaith Dialogue.: *Criterion* Spring-Summer.

2010: "Reflections on the Ethical and Political Dialectics of Commitment." *Criterion* Spr-Sum.

2009: *Identität. Die zwei Seelen der deutschen Juden*.

1995: *The Jew in the Modern World: A Documentary History*. Oxford University Press.

1999: *German Jews: A Dual Identity*. Yale University Press.

**MERCHANT, Jason**, Professor, Department of Linguistics. First appointed 2001. Tenured.

**Education:** Ph.D. (Linguistics), UC Santa Cruz, 1999; M.A., UC Santa Cruz, 1996; B.A., Yale, 1991.

**Percentage of time dedicated to CEERES area:** 25%

**Research interests:** Syntax, Germanic languages & Greek

**CEERES language(s):** Modern Greek(5), Russian(3)

**Field Experience:** Thessaloniki, Greece, 2003

**Courses:** Legal interpretation and historical semantics; Language and the human; Syntactic analysis 1-2; Syntax seminar: Agreement; Topics in comparative Romance; Syntax 1,2; Languages of the World, Introduction to Linguistics; Semantics & Pragmatics

**Dissertation/Thesis supervision (last 5 years):** 14 PhDs, 3 MAs, 2 Bas

**Distinctions:** Quantrell Award for Excellence in Undergraduate Teaching (2012); S. Onassis Public Benefit Foundation Foreigner Fellowship (2009); Franke Institute Faculty Fellow, University of Chicago (2003-04); Scheduled Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford (2007-08); Fulbright Fellow to the Netherlands, 1997-98; DAAD Fellow to Germany, 1991-92.

**Selected Recent Publications:**

2013: "Voice and ellipsis." *Linguistic Inquiry* 44.1: 77-108.

2012: *Sluicing: Cross-linguistic explorations*. Ed. w/Andrew Simpson. Oxford University Press.

2009: "Phrasal and clausal comparatives in Greek and the abstractness of syntax." *Journal of Greek Linguistics* 9:49-79.

**MERRITT, Martha L**, Executive Associate Dean of the College. First appointed 2006. Tenured.

**Education:** Ph.D., Oxford, 1994; M.A. Indiana U., 1986; B.A. Pomona College, 1983.

**Percentage of time dedicated to CEERES area:** 50%

**Research interests:** International/exchange programs for students; Russian domestic and foreign policy; comparative politics; peace studies

**CEERES language(s):** Russian (4)

**Field Experience:** Russia

**Courses:** Russian Domestic and Foreign Policy; Comparative Politics; Comparative Theories of Democracy; Russian Civilization.

**Distinctions:** Goldman Sachs-Strongin Educational Fund for Students with Financial Need (2013); Mellon Fdn grant, "Between Cosmopolitanism and Identity: Exploring the Regional, Nat'l and Supra national in Contemporary Europe; Kaneb Teaching Award, 2006; "Eyes of Texas" Excellence Award, UT, 1992 (for teaching and community service).

**Selected Recent Publications:**

2010: "European Schools in America, American Schools in Europe: Outposts along the Path to Global Diversity." *IIE Networker* (Spring): 32-34 (w/Maureen Miller and Laura Montgomery).

2010: "Qualitative Standards and Learning Outcomes for Study Abroad." In *A History of U.S. Study Abroad: 1965-Present*, Frontiers. (w/David Comp).

2008: "Gorbachev and the Soviet Collapse: Stirrings of Political Accountability?" In, *Russian and Soviet History: Russia from the Time of Troubles to the Collapse of the Soviet Union* (Rowman & Littlefield Publishers), pp. 265-278.

**NALEPA, Monika A.**, Associate Professor, Political Science. First appointed, 2014. Tenured.

**Education:** Ph.D. (Political Science), Columbia University, 2005; M. Phil., (Political Science), Columbia University 2003; M.A., (Political Science), Columbia University. 2001; M.A. (Sociology and Philosophy), Warsaw University, 1999.

**Percentage of time devoted to CEERES:** 100%

**Research interests:** democratization, parliamentary behavior, transitional justice, East Central Europe

**CEERES language(s):** Polish (native); Russian (fluent); Czech (reading)

**Field Experience:** Poland; Russia

**Courses with CEERES component:** Comparative Politics (Notre Dame); East European Politics (Notre Dame); Transitions to Democracy (Notre Dame).

**Dissertation/Thesis Supervision (last 5 years):** 3 Ph.D.s, 1 B.A.s,

**Distinctions:** Leon D. Epstein Outstanding Book Award, APSA (2012); Best Book Award, Comparative Democratization Section, APSA (2011); Henckels Lecture Series Grant, Institute for Studies in Liberal Arts (2011).

**Selected recent publications:**

2012: "Reconciliation, Refugee Returns, and the Impact of International Criminal Justice: The Case of Bosnia and Herzegovina." *NOMOS, Proceedings of the American Society for Political and Legal Philosophy*. v.51, New York University Press.

2010: *Skeletons in the Closet: Transitional Justice in Post-Communist Europe*, Cambridge Studies in Comparative Politics, Cambridge University Press.

2010: "Captured Commitments: An Analytic Narrative Approach to Transitions with Transitional Justice." *World Politics* 62(2): 341-80.

**NICKELL, William S.**, Assistant Professor, Slavic Languages and Literature (Russian). First appointed, 2011. Untenured.

**Education:** Ph.D. (Slavic Literatures), University of California, Berkeley, 1998; M.A., University of California, Berkeley, 1992; B.A. (Russian), Washington University, 1986.

**Percentage of time devoted to CEERES:** 100%

**Research interests:** Russian Literature; Soviet culture; Cultural history of Sochi

**CEERES language(s):** Russian

**Field Experience:** Russia.

**Courses:** *War and Peace*; Media Aesthetics – Image; 19<sup>th</sup> Century Russian Cultural Production; Russian Literature: Modernism to Post-Modernism; Realism in Russia.

**Distinctions:** Franke Center for the Humanities Grant for Digital Humanities Workshop (2013); Norman Wait Harris Fund Grant for Digital Humanities Workshop; Honorable Mention, Scaglione Prize for Studies in Slavic Languages & Literatures, Modern Language Association (2011); Gary Licker Endowed Research Chair at Cowell College (2007-11).

**Selected recent publications:**

2014: “*A Living Corpse as a Moving Picture.*” In *Tolstoy on Screen*, Northwestern U. Press.

2010: *The Death of Tolstoy. Russia on the Eve, Astapovo Station, 1910.* Cornell University Press.

2010: “Tolstoy Wars.” *Tolstoy Studies Journal* XXII.

2010: “The Great Writer of All Lands: Russia Reads the International Reception of Tolstoy’s Death.” *La Revue des études slaves*, Res 81.

2009: Translation and introduction. Boris Kagarlitsky, “1960s East and West: The Shestidesiatniki and the New Left.” *Boundary 2* 36:1.

**PAPE, Robert.**, Professor, Political Science. First appointed, 1999. Tenured.

**Education:** Ph.D. (Political Science), University of Chicago, 1988; M.A., University of Pittsburgh, 1982; B.A. (Political Science), University of Pittsburgh, 1982.

**Percentage of time devoted to CEERES:** 25%

**Research interests:** National security affairs, theory of coercive air power, deterrence theory, economic sanctions, ethnic conflict, American grand strategy, suicide terrorism, International Relations, theory of international moral action, qualitative methods of social science.

**CEERES language(s):** Russian

**Field Experience:** Russia; Caucasus

**Courses:** Strategy and International Politics; Case Study Methods; Seminar in IR Theory

**Distinctions:** DOD CPOST grant (2012-present; 2011-pres., 2008-10); Carnegie Scholar (2004); US Army research grant (2003); Earhart Foundation (1999).

**Selected recent publications:**

2012: “When Duty Calls: A Pragmatic Standard for Humanitarian Intervention,” *International Security* 37(1): 41-80.

2010: *Cutting the Fuse: The Explosion of Global Suicide Terrorism and How to Stop It*, with James K. Feldman. University of Chicago Press.

2008: “Symposium: The Global War on Terror,” co-author, *Middle East Policy* 60(4): 1-25.

2003: “The Strategic Logic of Suicide Terrorism,” *American Political Science Review* 73(3): 343-361.

1998: “Partition: An Exit Strategy for Bosnia,” *Survival*, 39(4):25-28.

1993: “The Answer: A Three-Way Partition Plan for Bosnia and How the U.S. Can Enforce It,” with John Mearsheimer, *New Republic* (June 14, 1993): 22-28.

**PAYNE, Charles M.**, Frank P. Hixon Distinguished Service Professor, School of Social Service Administration (SSA); Senior Fellow, Center for Urban School Improvement. First Appointed 2007. Tenured.

**Education:** Ph.D. (Sociology), Northwestern University, 1976; B.A. (Afro-American Studies), Syracuse University, 1970

**Percentage of time dedicated to CEERES area:** 25%

**Research interests:** Urban education and school reform; the civil rights movement; social change; social inequality

**Field Experience:** Hungary, Romania

**Distinctions:** Resident Fellow, the Spencer Foundation (2006-7); Carnegie Scholar, Class of 2004; Woodrow Wilson Fellow (1969).

**Selected recent publications:**

2012: "Countering the master narratives: The "why?" of education for liberation." *Voices in Urban Education* 34: 6-14.

2009: (w/Timothy Knowles) "Charter schools, urban school reform, and the Obama Administration. *Harvard Educational Review* 79(2): 227-39.

2009: "Schooling the Unwanted Races: A Preliminary Report on the Roma in Central Europe," Public talk on University of Chicago campus.

2008: *So Much Reform, So Little Change: The Persistence of Failure in Urban Schools*. Harvard Education Publishing Group.

**PETKOVIĆ, Nada**, Lecturer, Department of Slavic Languages and Literatures (Bosnian/Croatian/Serbian). First appointed 2000 (1986-94). Untenured.

**Education:** Graduate courses in Linguistics/South Slavic Languages, University of Chicago, 1987-1993; B.A./M.A., Comparative Literature/History, University of Belgrade, 1978; B.A. Yugoslav Literature & Serbo-Croatian Language, University of Belgrade, 1974.

**Percentage of time dedicated to CEERES area:** 100%

**Research Interests:** Post-war development of the Serbo-Croatian Language; Serbian literature/folklore.

**CEERES language(s):** Bosnian/Croatian/Serbian (native); Russian(3), Ukrainian(3), Bulgarian(3), Macedonian(3), Slovene(3), Czech & Slovak(2)

**Field Experience:** Serbia, Croatia

**Courses:** Elementary, Intermediate, and Advanced Bosnia, Croatian, Serbian; The History of Yugoslav Conflict; Burden of the Balkans: A Journey through History, Religion, and Culture

**Distinctions:** CIES Fulbright to teach Serbo-Croatian at the University of Chicago (1986-88); Grants from the Consortium for Language Teaching and Learning (2001, 2002, 2005; 2013); University of Chicago Arts Council, Course Arts Resource Grant (2013); University of Chicago Studies Program, Chicago Course Connection Grant (2013); Project director, "Aspectual Pairs of Croatian and Serbian Verbs" funded by the Consortium for Language Teaching and Learning Grant (2005-2008) and CEERES (2008/2009).

**Selected recent publications:**

forthcoming: *Stories from around the World*. Translation of short stories by Vladimir Pištalo.

2012: *Balkan Epic: Song, History, Modernity*. (co-editor and co-author w/Philip V. Bohlman). Lanham, MD: Scarecrow Press.

2012: (editor) *Serbian edition of the Britannica Discovery Library*. Encyclopedia Britannica's International Department.

**PICHUGIN, Valentina**, Senior Lecturer, Department of Slavic Languages and Literatures (Russian). First appointed 2001. Untenured.

**Education:** Ph.D., Russian Language Institute, Russian Academy of Sciences, Moscow, 1990

**Percentage of time dedicated to CEERES area:** 100%

**Research interests:** Russian linguistics, Old Russian literature (11th-17th centuries), Russian folklore, Tyutchev, semiotic analysis of Russian love incantations

**CEERES language(s):** Russian (native), Old Church Slavonic; Ukrainian, Belorussian, Polish, Czech, Serbo-Croatian, Bulgarian, Slovak, Macedonian.

**Field Experience:** Russia

**Courses:** 3rd Year Russian 1-3; 3rd Year Russian: Culture 1-3; Advanced Russian 1-3; Advanced Russian through Media 1-3; Advanced Russian Through Songs; Sixth Year Russian for Advanced Academic Research; Consecutive and Simultaneous Interpretation; Scientific Russian; Business Russian; Russian Phonetics, Word-formation, Morphology and Syntax; Old Church Slavonic; Medieval Russian Literature; Literary Discourse: Readings in Victor Pelevin.

**Dissertation/Thesis Supervision (last 5 years):** 5 B.A.s

**Distinctions:** Quantrell Award for Undergraduate Teaching (2011); College Teaching Innovation Grant (2010, 2008); Consortium for Language Teaching and Learning Award (2013, 2007, 2002).

**Selected recent publications:**

2011 (2005): 2<sup>nd</sup> Edition, *Advanced Russian Through Film: A Collection of Transcripts and Exercises*, Hermitage Press.

2006: "On the History of the Expression 'Vanities of Vanities' in Russian," *Russian History Journal*. 33:2/3/4.

2005: "A Man and a Woman by Fedor Tyutchev" (with Ludmila Fedorova) *Russian Literature Journal*, No. 5418.

**POSNER, Eric**, Kirkland & Ellis Professor of Law and Member, Committee on International Relations First appointed 1998. Tenured.

**Education:** Harvard Law School. J.D., magna cum laude, 1991 Yale University. B.A., M.A. in philosophy, summa cum laude, 1988

**Percentage of time dedicated to CEERES area:** 25%

**CEERES Languages:** Russian (2)

**Research interests:** International Law, Foreign Relations Law

**Courses:** Contracts; Secured Transactions; Bankruptcy; Corporate Reorganization; Contract Theory; Game Theory and the Law; Employment and Labor Law; Public International Law; Foreign Relations Law; European Union Law; Seminar on the Financial Crisis of 2008-2009.

**Distinction:** Fellow, American Academy of Arts and Sciences (elected 2010); Sloan Grant for Conference on Benefit-Cost Analysis and Financial Regulation (2013).

**Selected Recent Publications (CEERES related):**

2013: *Economic Foundations of International Law* (w/Alan Sykes): Harvard University Press.

2011: *Contract Law and Theory*: Aspen.

2011: "Pricing Terms in Sovereign Debt Contracts: A Greek Case Study With Implications for the European Crisis Resolution Mechanism, 6 Capital Markets" *L.J.* 163 (co-author).

2007: *Terror in the Balance: Security, Liberty, and the Courts* (with Adrian Vermeule). Oxford University Press.

2007: "The New Race for the Arctic," *The Wall Street Journal* August 3, 2007, p. A8.



**PTASZYNSKA, Marta**, Helen B. & Frank L. Sulzberger Professor of Music and the Humanities (1998). Tenured.

**Education:** Artist Diploma Degree (Percussion Performance) The Cleveland Institute of Music, 1974; Paris Conservatory and Centre Bordan; Academies of Music (Music Theory), Poland.

**Percentage of time dedicated to CEERES area:** 100%

**Research interests:** composition; percussion; opera.

**CEERES language(s):** Polish (native)

**Field Experience:** Poland

**Courses:** Introduction to Composition; Composition; Contemporary Opera; 18th Century Counterpoint; Musical Language of Olivier Messiaen.

**Distinctions:** Distinguished Alumni Award, Cleveland Institute of Music (2014); Lifetime Achievement Award by the Union of Polish Composers (2011); Simon Guggenheim Award (2010); Benjamin H. Danks Award of the American Academy of Arts and Letters (2006); The Fromm Music Foundation Award; First Prize at the International Rostrum of Composers in Paris; ASCAP Awards; "Officer Cross of Merit" of the Republic of Poland (1995).

**Selected recent works:**

2010: *Of Time & Space*, a Concerto for Percussion Solo with Electronic Tape and Orchestra, commissioned by the National Chopin Institute for the Chopin Bicentennial.

2008-10: *The Lovers from the Cloister of Valldemosa*, opera in two acts.

2005: *Elegia* in memoriam of John Paul II, for Viola, 2005.

1992: *Holocaust Memorial Cantata* for 3 Soloists, Choir, and Orchestra.

**RAIKHEL, Eugene**, Assistant Professor, Department of Comparative Human Development. First appointed 2010. Untenured.

**Education:** Ph.D. (Anthropology), Princeton University (2006); M.A. (Anthropology) Princeton University (2002); B.A. (Anthropology; Creative Writing) University of Michigan (1997).

**Percentage of time dedicated to CEERES area:** 100%

**Research interests:** Biomedicine, science and society; Culture and mental health; Clinical ethnography; Alcoholism, addiction and public health; Globalization, capitalism and postsocialism; Russia, Eurasia and Europe.

**CEERES language(s):** Russian(5)

**Field Experience:** Russia

**Courses:** Medical Anthropology; Disordered States: Persons and Institutions in Crisis; Illness and subjectivity; Culture, mental health and psychiatry.

**Dissertation/Thesis Supervision (last 5 years):** 20 PhD, 9 MA, 8 BA

**Distinctions:** Excellence in Graduate Teaching and Mentoring (2013); Postdoctoral Fellowship, Harriman Institute for Russian, Eastern European and Eurasian Studies, Columbia University (2006-07).

**Selected recent publications:**

2013: *Addiction Trajectories*. (co-editor and author. Durham: Duke University Press.

2012: "Radical reductions: Neurophysiology, politics and personhood in Russian addiction medicine." In *Critical Neuroscience: A Handbook of the Social and Cultural Contexts of Neuroscience*. New York: Wiley/Blackwell.

2010: "Post-Soviet Placebos: Epistemology and Authority in Russian Treatments for Alcoholism," *Culture, Medicine and Psychiatry*.

**SELLS, Michael**, John Henry Barrows Professor of the History and Literature of Islam, Professor of Comparative Literature (Divinity School). First appointed 2005. Tenured.  
**Education:** Ph.D. U. Chicago (1982); M.A. U. Chicago (1977); B.A. Gonzaga University (1971)  
**Percentage of time dedicated to CEERES area:** 25%  
**Research Interests:** Qur'an; comparative lyric poetry; mystical philosophy in Arabic, Greek, Latin, and medieval European languages; religion and violence  
**CEERES language(s):** Bosnian/Croatian/Serbian(4); Greek (4)  
**Field Experience:** Bosnia-Herzegovina  
**Courses:** Islamic Love Poetry; Comparative Mysticism; Readings in the Qur'an; Religion and Violence; Sacred Texts and Religious Traditions; Cultural Identity in Third World Literatures  
**Dissertation/Thesis Supervision (last 5 years):** 10 PhDs, 15 MAs  
**Distinctions:** Choice "Academic Book of the Year" for *The New Crusades: Constructing the Muslim Enemy* (2004); Andrew Mellon *New Directions* Fellowship for work on Religion and Conflict in Bosnia-Herzegovina (2003).  
**Selected recent publications:**  
2012: "'Armageddon' in Christian, Sunni, and Shia traditions." In *Oxford Handbook of Religion and Violence*, 467-495. Oxford University Press.  
2012: "Finhas of Medina: Islam, 'the Jews', and the Construction of Militancy." In *Religion, Violence, and the Interpretation of Sacred Texts*, 101-134. U. of California Press.  
2006: "Pilgrimage and 'Ethnic Cleansing' in Herzegovina," in D. Little and D. Swearer, eds. *Religion and Violence*, Harvard University Press.  
2003: "Crosses of Blood: Sacred Space, Religion, and Violence in Bosnia-Herzegovina," the annual Paul Hanly Furfey Lecture, Association for the Sociology of Religion, *Sociology of Religion* 64:3 : 309-331.

**SHALLCROSS, Bożena**, Professor, Department of Slavic Languages and Literatures (Polish). First appointed 2001. Tenured.  
**Education:** Ph.D., Polish Academy of Sciences and Letters, Institute for Literary Research, Warsaw, 1983; M.A., Jagiellonian University, Cracow, 1976; B.A., Jagiellonian Univ., 1978  
**Percentage of time dedicated to CEERES area:** 100%  
**Research Interests:** Polish literature/poetry/cinema; everyday life; material culture  
**CEERES language(s):** Polish, Russian  
**Field Experience:** Poland  
**Courses:** Intro Polish Literature 1-3; Word vs Image; Russian & Polish Novels in Film; Bodies, Things, and Objects; Representing the Holocaust in Polish Culture; Polish and Russian Cinema, 1956-present; Bruno Schulz: An Unfinished Modernist Project; From Poland to Popland  
**Dissertation/Thesis Supervision (last 5 years):** 12 Ph.D.s, 6 M.A.s, 8 B.A.s,  
**Distinctions:** The ASEEES Kulczycki Book Prize, Honorable Mention (2011); Most influential teacher, graduating class 2008; Franke Institute Faculty Fellowship, U Chicago (2003-04); ACLS Postdoctoral Fellowship (1998-99); Teaching Excellence Award (1997).  
**Selected recent publications:**  
2011: *The Holocaust Object in Polish and Polish-Jewish Culture*. Indiana U. Press.  
2010: *Rzeczy i Zagłada*. Cracow: Universitas.  
2009: *Through the Poet's Eye: The Travels of Zagajewski, Herbert, and Brodsky* [2<sup>nd</sup> Edition]. Evanston: Northwestern University Press.

**SHISSLER, A. Holly**, Associate Professor of Ottoman and Modern Turkish History, NELC. First appointed 1999. Tenured.

**Education:** Ph.D. (History), UCLA, 1995; M.A., UCLA, 1989; B.A., Vassar College, 1983.

**Percentage of time dedicated to CEERES area:** 50%

**Research interests:** Ottoman History, History of the Early Turkish Republic, Nationalism, Intellectual History, The Woman Question in Ottoman Thought, 1870-1919

**CEERES language(s):** Turkish (4), Azerbaijani (2)

**Field Experience:** Turkey

**Courses:** 1905: Constitutional Revolutions in the Middle East and Russia; Women/Family in the Late Ottoman Empire; Modernization in the Ottoman Empire; Islamic History and Society

**Dissertation/Thesis Supervision (last 5 years):** 5 PhDs

**Distinctions:** Keddie-Balzan Fellow, Department of History, UCLA (2005-6); The American Research Institute in Turkey/National Endowment for the Humanities Fellowship for Research in Turkey (2003); Franke Institute Faculty Fellowship, U Chicago (2002-03).

**Selected recent publications:**

2006: "The Turkish World," translation and brief introduction to the article by Ahmet Aghayev. In *The Modern Middle East Source Book*. Oxford University Press.

2002: *Between Two Empires-Ahmet Ağaoğlu and the New Turkey*. New York: I.B. Tauris.

**SMITH, Adam T.**, Professor, Dept of Anthropology, Cornell University. First appointed 2011. Tenured. Faculty Associate, Dept. of Anthropology, U. Chicago (2011/faculty 2000-11). Senior Fellow, Institute for the Study of the Ancient World, New York University. First appointed 2010.

**Education:** Ph.D. (Anthropology/Archaeology), University of Arizona, 1996; M.A., U. Arizona, 1993; M.Phil., Queens' College, U. Cambridge, 1991; B.A., Brown University, 1990.

**Percentage of time dedicated to CEERES area:** 75%

**Research interests:** archaeology of Transcaucasia, Southwest Asia and central Eurasia

**CEERES language(s):** Russian (4); Armenian (2)

**Field Experience:** Armenia; Russia (Daghestan)

**Courses:** Archaeology of Eurasia; Archaeological Approaches to Political Life; Theory and Method in Archaeology; Intensive Study of a Culture: The Caucasus; Remaking Eurasia.

**Dissertation/thesis supervision (last 5 years):** 20 PhDs

**Distinctions:** Guggenheim Memorial Foundation Fellow (2010-11); Fellow, Cornell Society for the Humanities (2010-11); Fellow, Howard Foundation (2006-07); NSF Archaeology Program grants (2010-12; 05-07, 00); National Geographic Society Grants (2005, 2002); Wenner-Gren International Collaborative Research (2003, 2000, 1998); ACTR/ACCELS/NEH Collaborative Research Grant (2003); Fellow, Franke Institute for the Humanities, U. Chicago, 2004.

**Selected recent publications:**

Forthcoming: *The Sovereign Assemblage: Sense, Sensibility and Sentiment in Early Complex Polities* Cambridge University Press.

2012: 'Yerevan, My Ancient Erebuni': Archaeological Repertoires, Public Assemblages, and the Manufacture of a (Post-)Soviet Nation. In *Regimes and Revolutions: Power, Violence, and Labor in Eurasia Between the Ancient and the Modern*. (co-editor). Cambridge University Press.

2009: *The Archaeology and Geography of Ancient Transcaucasian Societies I: The Foundations of Research and Regional Survey in the Tsaghkahovit Plain, Armenia* (co-author). Oriental Institute Press.

**SOLOVIEVA, Olga** Postdoctoral Fellow, Committee for Social Thought. First appointed 2011. Untenured.

**Education:** Ph.D. (Comparative Literature and Film Studies), Yale University, 2006; M.A., (Modern German Literature, Medieval German Literature & Language, and Russian) Freie Universität Berlin, 1997.

**Percentage of time dedicated to CEERES area:** 50%

**Research interests:** Religious rhetoric in culture and politics; Cinema and Media studies; Kurosawa's Russia

**CEERES language(s):** Russian; German

**Field Experience:** Germany; Russia

**Courses:** Modern Rewritings of the Gospel Narratives; Thomas Mann In His Epoch

**Distinctions:** Postdoctoral Fellowship, Department of Germanic Studies, University of Chicago (2011-12); Ralph Gregory Elliot Memorial Scholarship, UConn, School of Law(2010-11); Prussian Cultural Heritage Foundation Scholarship (2009).

**Selected recent publications:**

2014: "Kurosawa Akira's *The Lower Depths*: Beggar Cinema at the Disjuncture of Times." *Journal of Japanese and Korean Cinema*, 5(1).

2012: "Epiphanius of Salamis Between Church and State: New Perspectives on the Iconoclastic Fragments." *Zeitschrift für Antikes Christentum / Journal of Ancient Christianity*, 16(2): 344-367

2010: "The Erased Grave of Dersu Uzala: Kurosawa's Cinema of Memory and Mourning." *Journal of Japanese and Korean Cinema*, 2.1 (2010): 63-79. Reprinted in Chinese in *Zhongguo xueshu (China Scholarship)*, 9.1 (2011): 177-198.

**STERNSTEIN, Malynne M.**, Associate Professor, Department of Slavic Languages and Literatures (Czech/ Russian). Assoc in Germanic Studies; CMS. First appointed 1996. Tenured.

**Education:** Ph.D. (Slavic), U Chicago, 1996; M.A., U Chicago, 1991; B.A., U Chicago, 1987.

**Percentage of time dedicated to CEERES area:** 100%

**Research Interests:** Czech lit and Culture; Russian lit and culture; Avant-Garde studies.

**CEERES language(s):** Czech (4), Russian (4), German (2)

**Field Experience:** Czechoslovakia/Czech Republic, USSR/Russia

**Courses:** Post Socialist Art in East/Central Europe; Avant Garde in East/Central Europe Contemporary East European Novel; Modern Czech Lit; Postmodernism in Eastern Europe; Vladimir Nabokov; Russian Modernist & Post-Modernist Prose; Žižek on Film.

**Dissertation/Thesis Supervision (last 5 years):** 10 PhDs; 10 M.A.s; 33 B.A.s

**Distinctions:** Humanities Visiting Committee Grant, (2013); Center for Disciplinary Innovation Grant (2013); Quantrell Award for Excellence in Undergraduate Teaching (2009); Phi Beta Kappa induction (2008); Neubauer Award for Innovative Teaching and Research (2000).

**Selected recent publications:**

2012: Czech Poetry. *Princeton Encyclopedia of Poetry and Poetics*. Princeton University Press.

2011: "Christ's Trial of NATO. The Palimpsests of Prague's Stations of the Cross." In *The Effect of Palimpsests*. Peter Lang.

2010: "This Impossible Toyen." In *The Popular Avant-Garde*. Rodopi Press.

2008: *Czechs of Chicagoland*. Chicago: Arcadia Press.

2007: *The Will to Chance: Necessity and Arbitrariness in the Czech Avant-Garde from Poetism to Surrealism*. Indiana University Press.

**TAMARINA, Natalia**, Research Associate and Assistant Professor, Department of Medicine (Endocrinology, Diabetes and Metabolism). Untenured.

**Education:** Ph.D. (Genetics), Koltzov's Institute of Developmental Biology, 1990; M.S. (Molecular Biology), Moscow State University, 1980.

**Percentage of time dedicated to CEERES area:** 25%

**Research Interests:** Potassium channel expression in pancreatic cells; diabetes; genetics; molecular biology.

**CEERES language(s):** Russian (native)

**Field Experience:** Russia

**Distinctions:** Fellowship in Vascular Surgery, Northwestern University (1997).

**Selected recent publications:**

2003: (co-author) Modeling Ca<sup>2+</sup> flux in pancreatic beta-cells: Role of the plasma membrane and intracellular stores. *American Journal of Physical Endocrinol Metabolism* 285:E138-54.

2000: (co-author) Small-conductance calcium-activated K<sup>+</sup> channels are expressed in pancreatic islets and regulate glucose responses. *Diabetes* 52:2000-6.

2000: (co-author) Related Articles, Links Baculovirus-mediated gene transfer into pancreatic islet cells. *Diabetes* 49:1986-91.

1998: (co-author): Related Articles, Links Characterization of a Ca<sup>2+</sup> release-activated nonselective cation current regulating membrane potential and [Ca<sup>2+</sup>]I oscillations in transgenically derived beta-cells. *Journal of Biological Chemistry* 273:10402-10.

**TSIVIAN, Yuri**, William Colvin Professor, Departments of Art History, Slavic Languages and Literatures, Comparative Literature, and Cinema/Media Studies. First appointed 1996. Tenured.

**Education:** Ph.D. (Film studies) Institute of Theater, Music and Cinema, Leningrad, 1984; Institute of Art History, Moscow, 1972-75; M.A. (English), State University of Latvia, 1972.

**Percentage of time dedicated to CEERES area:** 100%

**Research Interests:** Russian and Soviet cinema; international silent film; semiotics of cinema; theory and history of film style; film and interactive technologies.

**CEERES language(s):** Russian, Latvian, Polish.

**Field Experience:** Russia, Latvia

**Courses:** History of International Cinema 1,2; Russian Modernism: Film/Art/Books; Styles of Performance; Soviet Art/Film Culture 1920s; Eisenstein & Soviet Aesthetic Theory; Russian's 3 Cinemas: BETW Politics and Cultures.

**Dissertation/Thesis Supervision (last 5 years):** 10 PhDs

**Distinctions:** Member, International Committee for the Centenary of Eisenstein (NYU) (1995-98); Consultant Curator, Riga Film Museum, 1987-93; Member, International Advisory Board of Eisenstein Center of Film Culture Studies, Moscow (1993-present).

**Selected recent publications:**

2010: Approaches to Carpalistics: Movement and Gesture in Art, Literature and Film. *Novoe literaturnoe obozrenie*. (in Russian).

2009: "What Can We Do in Films that They Cannot on Stage? Film Style and Medium Specificity in the Cinema of the 1910s." *Theater and Film Studies* 1:3-50.

2008: "Robespierre Has Been Lost: Griffith's Movies and the Soviet Twenties." In *The Griffith Project* 12. London: BFI.

2005: *Lines of Resistance: Dziga Vertov and the Twenties*, Indiana University Press

2002: *Ivan the Terrible*. London: British Film Institute Publishing.

**VISHNY, Robert W.**, Myron S. Scholes Distinguished Service Professor of Finance, Booth School of Business. First appointed 1985. Tenured.

**Education:** M.A. (Counseling Psychology) Northwestern University, 2008; Ph.D. (Economics), MIT, 1985; B.A., University of Michigan, 1981.

**Percentage of time dedicated to CEERES area:** 25%

**Research interests:** The market for corporate control; corporate governance around the world; privatization and the role of government in the economy; the economics of corruption.

**CEERES language(s):** Russian(4)

**Field Experience:** Advisor, Russian Privatization Ministry, 1992-94.

**Distinctions:** Member, American Academy of Arts and Sciences (2002); Trustee, College Retirement Equities Fund (CREF); Director, Program in Corporate Finance, National Bureau of Economic Research, 1991-98; Director, American Finance Association, 1993-95

**Selected Recent Publications (CEERES related):**

2013: (co-author) "A Model of Shadow Banking." *Journal of Finance*.

1995: *Privatizing Russia* (co-author), MIT Press

1994: "The Politics of Market Socialism." (co-author) *Journal of Economic Perspectives*. Spring.

1992: "The Transition to a Market Economy: Pitfalls of Partial Reform" (co-author), *Quarterly Journal of Economics*.

1992: "Pervasive Shortages under Socialism" (with A. Shleifer), *The Rand Journal of Economics*, 23(2):237-46.

1991: "Reversing the Soviet Economic Collapse" (with A. Shleifer), *Brookings Papers on Economic Activity*, 2.

**VORDERSTRASSE, Tasha**, Research Associate (Islamic Archaeology), Oriental Institute. First appointed 2011. Untenured.

**Education:** Ph.D. (Near Eastern Languages and Civilizations), U Chicago, 2004; M.A., U Chicago, 1998; B.A., Washington University in St. Louis, 1995.

**Percentage of time dedicated to CEERES area:** 75%

**Research Interests:** Classical and Medieval Archaeology, Byzantine Empire, Ottoman Empire, the Caucasus.

**CEERES language(s):** Armenian; Turkish;

**Field Experience:** Armenia; Turkey

**Courses:** Armenian Art and Material Culture

**Distinctions:** Dumanian Visiting Lecturer, University of Chicago (2012); Barakat Trust Travel Grant, Smarakand (2008); ASOR Platt Fellowship (2008); Chitjian Foundation Grant (2008); UChicago Library Special Collections Research Grant, Armenian Manuscripts (2006).

**Selected recent publications:**

2013: "Medieval Encounters between China, Mongolia, Antioch, and Cilicia" In *East and West in the Medieval Eastern Mediterranean II. Antioch from the Byzantine Reconquest until the End of the Crusader Principality*, OLA 199. Peeters.

2010: (co-author) "Medieval Remains at the Site of Ziyaret Tepe (Diyarbakır) in Southeast Turkey." In *Proceedings of 6<sup>th</sup> ICAANE Conference, Rome, May 2008. Volume 3. Islamic Studies*. Harrassowitz.

2009: (co-editor) *Archaeology of the Countryside in Medieval Anatolia*. PIHANS 113. NINO.

2005: *Al-Mina: A Port of Antioch from Late Antiquity to End of the Ottomans*. PIHANS CIV. NINO

**WENGLE, Susanne**, Post-doctoral Research Fellow and Lecturer (Political Science). First appointed 2010. Untenured.

**Education:** Ph.D. (Political Science), University of California, Berkeley, 2010; M.A., University of California, Berkeley 2004; MIA School of International and Public Affairs, Columbia University, 2002; B.Sc., (International Relations) London School of Economics, 2000.

**Percentage of time dedicated to CEERES area:** 75%

**Research Interests:** Russian markets, energy, agriculture and food politics

**CEERES language(s):** Russian (fluent); German (native); Hungarian (elementary)

**Field Experience:** Russia

**Courses:** Food Politics

**Distinctions:** Swiss National Science Foundation Post-Doctoral Fellowship (2013-14; 2010-13).

**Selected recent publications:**

2013: How Food Safety Regulations Produce the Producer. *Chicago Policy Review*, August.

2012: "Engineers versus Managers; experts, market-making and state-building in Putin's Russia." *Economy and Society*, 41:3.

2012: "Post-Soviet Developmentalism and the Political Economy of Russia's Electricity Sector Liberalization." *Studies in Comparative International Development*, 47:1, 75-114.

2008: "The monetization of l'goty: Changing patterns of welfare politics and provision in Russia." *Europe-Asia Studies*, 60:5, 739-756 (with Michael Rasell).

2007: "Power Politics: Electricity Sector Reforms in Post-Soviet Russia." *Russian Analytical Digest*, No.27.

**WOOD, Diane P.**, Circuit Judge, U.S. Court of Appeals for the Seventh Circuit, and Senior Lecturer in Law, The University of Chicago Law School. First appointed 1981. Tenured.

**Education** B.A. with highest honors, special honors in English, The University of Texas at Austin, 1971. J.D. with high honors, The University of Texas Law School, Austin, Texas 1975. Order of the Coif; Friar Society (in first group of women to be admitted)..

**Percentage of time dedicated to CEERES area:** 25%

**Research Interests:** Antitrust law, international trade and business, federal civil procedure

**CEERES language(s):** Russian(4)

**Distinctions:** October 9, 2004: American Academy of Arts and Sciences, Induction Speaker for Class III (Social Sciences), "Law in a Global Community." April 2004: Named by the Chicago Sun-Times as one of Chicago's 100 most powerful women.

**Selected recent publications:**

2012: "Affirmative Action in Higher Education: The Ambivalent Experience of the United States in Equalizing Access." In *Affirmative Action in Higher Education in India, United States, and South Africa*. Oxford University Press.

2010: *Trade Regulation: Cases and Materials*, 6<sup>th</sup> ed. University Casebook Series. West Group.

2010: "Antitrust Settlements in the United States." In *European Competition Law Annual 2008: Antitrust Settlements under EC Competition Law*. Hart Publishing.

2007: "Private Dispute Resolution in International Law," in *Research Handbook in International Economic Law*, Andrew T. Guzman and Alan O. Sykes eds. Edward Elgar.

2005: "Antitrust at the Global Level" 72 *University of Chicago Law Review* 309.



**WOODS, John**, Professor, Departments of History and Near Eastern Languages and Civilizations (Iran & Central Asia). First appointed 1970. Tenured.

**Education:** Ph.D. (Near Eastern Studies), Princeton, 1974; Tehran University, 1964-69; M.A. Princeton, 1965; Cairo University & American University in Cairo, 1960-61; B.A. University of Texas, Austin, 1960.

**Percentage of time dedicated to CEERES area:** 50%

**Research interests:** History of Turkey, Iran, and Central Asia 13th-18th Centuries; encounters between sedentary and nomadic peoples; age of Chinggis Khan and Timur (Tamerlane)

**CEERES language(s):** Persian(4), Turkish (Modern, Ottoman, Chaghatay)(3); Russian (2); Mongolian (2)

**Field Experience:** Iran, Egypt, Turkey, Uzbekistan, Mongolia

**Courses:** Mongol World Empire, Age of Timur; Iran under the Safavids, Problems in Islamic History; State Building in Western & Central Asia; Trade & Commerce-E. Europe & West Asia.

**Dissertation/Thesis Supervision (last 5 years):** 17 PhDs

**Distinctions:** Farabi International Award, Humanities and Islamic Studies, Tehran, (2009); Faculty Award for Excellence in Graduate Teaching (2007); IREX Senior Research Scholar to Tashkent, Uzbekistan (1979); American Research Institute in Turkey (1987-88); US Academic Director, Chinggis Khan Geo-Historical Expedition, 2001. Director, Center for Middle Eastern Studies, 1985-1991, 1996-2004.

**Selected recent bibliography:**

Forthcoming: "Firearms in Iran and Central Asia," *Mamluk Studies Review*.

1999: *The Aqquyunlu: Clan, Confederation, Empire*. revised and expanded edition. Salt Lake City: University of Utah Press"

1990: "Timur's Genealogy," in M.M Mazzaoui and V.B. Moreen, eds., *Intellectual Studies on Islam*, University of Utah Press, 85-125.

1990: *The Timurid Dynasty*, Papers on Inner Asia No. 14, Research Institute for Inner Asian Studies, Indiana University, Bloomington.

**WYSOCKI-NIIMI, Tamra**, Lecturer, Department of Slavic Languages and Literatures. First appointed 2004. Untenured.

**Education:** Ph.D. (Distinction), Linguistics, University of Chicago, 2004

Dissertation: "Acoustic Analysis of Georgian Stop Consonants and Stop Clusters"

B.A. (Honors), English [minor: German], Illinois Wesleyan University, 1989

**Percentage of time dedicated to CEERES area:** 100%

**CEERES languages:** Georgian(5)

**Research interests:** Georgian linguistics and culture; educational media and technology in language instruction

**Field experience:** Georgia

**Courses:** Elementary, intermediate, and advanced Georgian; Introduction to Linguistics, Public Speaking, Intercultural Communication; Language and the Human.

**Distinctions:** U of C Center for the Study of Languages travel support "What Future for the Less Commonly Taught Languages," Columbia University (2011); U of C Consortium for Language Teaching and Learning course development (2010) with CEERES (2008-10).

**Selected recent bibliography:**

2011: "Travelogue: Gathering Curriculum Materials in the Field," Center for International Studies 2010–2011 Bulletin, p. 28.

**YU, Alan C.L.**, Associate Professor, Department of Linguistics. First appointed 2003. Tenured.  
**Education:** Ph.D. (Linguistics), University of California, Berkeley, 2003; M.A. University of California, Berkeley, 1999; B.A., University of California, Berkeley, 1998.

**Percentage of time dedicated to CEERES area:** 25%.

**Research Interests (CEERES related):** Phonological theory, prosodic morphology, phonetics-phonology interface.

**CEERES language(s):** Lezgian, Chechen

**Field Experience:** Russia, the Caucasus

**Courses:** Phonetics, Phonology 1,2; Experimental Phonetics; Historical Linguistics

**Dissertation/Thesis Supervision (last 5 years):** 12 Ph.D.s, 1 M.A.s, 2 B.A.s

**Distinctions:** Franke Institute of the Humanities Residential Faculty Fellowship (2007-2008); National Science Foundation Graduate Research Fellowship (1999-2003).

**Selected recent publications:**

2013: (ed) *Origins of sound change: Approaches to phonologization*. Oxford University Press.

2013: (co-author) "Morpheme-like prosodic functions: Evidence from acoustic analysis and computational modeling." *Journal of Speech Sciences* 3:85-140.

2007: *A natural history of infixation*. 2007. Oxford: The Oxford University Press.

2004: "Explaining Final Obstruent Voicing in Lezgian: Phonetics and History," *Language*, 80(1):73-97.

2003: "Pluractionality in Chechen," *Natural Language Semantics*, 11(3):289-321.

2000: "On the Origin of Coda Voicing in Lezgian," *Proceedings of the 26th Annual Meeting of the Berkeley Linguistics Society*, 349-360.

**YUDKOFF, Sunny, S.** Lecturer, Department of Germanic Studies. First appointed 2013. Untenured.

**Education:** Ph.D. (Near Eastern Languages and Civilizations), Harvard University, expected 2015; M.A. Harvard University, 2011; MSt. (Jewish Studies), Oxford University, 2007 B.A., Harvard University 2006.

**Percentage of time dedicated to CEERES area:** 100%.

**Research Interests (CEERES related):** comparative Jewish literature, the cultural experience of illness and disease, the sanatorium as space of literary production, sociology of literature.

**CEERES language(s):** Yiddish, Hebrew

**Field Experience:** Israel

**Courses:** Elementary Yiddish, Reading Yiddish for Reading and Research

**Distinctions:** Memorial Foundation for Jewish Culture Doctoral Scholarship Program (2013-14); Vivian Lefsky Hort Memorial Fellowship, YIVO Institute for Jewish Research (2012).

**Selected recent publications:**

2014: "Tubercular Capital: American Yiddish Literature at the Sanatorium." *Literature and Medicine*, Spring 2014.

2013: "The Adolescent Self-Fashioning of Mary Antin," *Studies in American Jewish Literature* 32(1): 4-35.

**ZAGAJEWSKI, Adam**, Ferdinand Schevill Distinguished Service Professor, Committee on Social Thought. Tenured.

**Education:** Jagiellonian University, Krakow, Poland (1970)

**Percentage of time dedicated to CEERES area:** 50%

**Research Interests:** Polish poetry

**CEERES language(s):** Polish (native)

**Field Experience:** Poland

**Courses:** Embracing the Past, Struggling with the Present: Poetry's Quest for Meaning; Reading Modern Poets; What a Lyric Poem Can Carry; Poetry vs. Zeitgeist – Czeslaw Milosz Among His Masters & Peers

**Distinctions:** Kurt Tucholsky Prize; Prix de la Liberté; Guggenheim Fellowship recipient; Neustadt International Prize for Literature (2004); awarded Bronze Cross of Merit (Poland's highest civilian honor) for contributions to Polish poetry

**Selected recent publications:**

2011: *Unseen Hand: Poems* (translated).

2010: *Wiersze wybrane*.

2008: *Eternal Enemies: Poems*, translated by Clare Cavanagh, Farrar, Straus and Giroux.

2007: "Reading Milosz" (poem), translated by Clare Cavanagh, in *The New York Review of Books* 54:3.

2002: "Farewell for Zbigniew Herbert" (poem), translated by Clare Cavanagh, in *The New York Review of Books* 49:8.

**ZAHRA, Tara**, Professor, Department of History (Modern East European). First appointed 2007. Tenured.

**Education:** Ph.D. (History), University of Michigan (2005); M.A. (History), University of Michigan (2002); B.A. (History and Economics), Swarthmore College (1998)

**Percentage of time dedicated to CEERES area:** 100%

**Research interests:** Modern Eastern and Central Europe; Transnational & Comparative History of Modern Europe; Nationalism; Gender, Childhood & Family History; Migration

**CEERES language(s):** German(5), Czech(5), Polish(4)

**Field Experience:** Czech Republic, Germany, Poland

**Courses:** East European and Russian History; History of European Civilization

**Distinctions:** NEH Fellowship (3013-14); ACLS Fellowship (2013-14); Berlin Prize, American Academy in Berlin (2013-14); George Louis Beer Prize (2012); Laura Shannon Book Prize (2011); ACLA Charles A. Ryskamp Fellowship (2009-10); Junior Fellow, Harvard Society of Fellows (2005-07).

**Selected recent publications:**

2014: "Travel Agents on Trial: Policing Mobility in Late Imperial Austria," *Past & Present* May.

2011: "Going West," *East European Politics and Societies* 25:785-91.

2011: *The Lost Children: Reconstructing Europe's Families after World War II*. Harvard University Press.

2008: *Kidnapped Souls: National Indifference and the Battle for Children in the Bohemian Lands, 1900-1948*. Cornell University Press.

2008: "The 'Minority Problem': National Classification in the French and Czechoslovak Borderlands," *Contemporary European History* 17: 137-165.

**ZONIS, Marvin,** Professor Emeritus of Business Administration (still teaching), Graduate School of Business. First appointed 1966. Tenured.

**Education:** Ph.D. (Political Science), MIT, 1968; Analytic Candidate, Institute for Psychoanalysis, Chicago, 1976-1985; B.A., Yale (Political & Economic Institutions), 1958.

**Percentage of time dedicated to CEERES area:** 30%

**Research interests:** Global political and economic development; political development in emerging markets; Russian domestic politics and economics and consequences for Russian foreign policy; US- Russian strategic Relations.

**CEERES language(s):** Persian(4)

**Field Experience:** Iran, Israel, Russia, China.

**Courses:** Theories of Leadership; Global Political Risk; Geo-Politics of the Global Economy; The Rise of Emerging Markets; Economics and Politics of the BRICs.

**Distinctions:** Chair, ACLS/SSRC Joint Committee on the Near & Middle East (1969-76); Quantrell Award for Grad Teaching (1979); Pres, Marvin Zonis & Associates, Inc (1989-present)

**Selected (CEERES related) publications:**

2009: "The Mind of a Mullah" *The Global Post*, June 17, 2009.

1999: "The Balkan War's High Cost," *The Boston Globe*, July 23, 1999.

1998: "The Decade to Come," *World Trade Magazine*, December.

1992: *The East European Opportunity: The Complete Business Guide and Sourcebook* (with D. Semler). New York: Wiley.

1987: "Afghanistan and the USSR: Middle East Responses," *Orbis*, 30:609-35.

**Language Instructors** (all 100%, Slavic Department and NELC)

(This is a rotating pool that is drawn upon as need arises. All are experienced teachers and all have had training in pedagogy through participation in the course "Teaching Slavic Languages").

Muhammet Atcil

Melissa Bilal

Kathryn Duda

Monica Felix

Erin Franklin

Christian Hilchey

Zdenko Mandusic

Esther Peters

Antje Postema

Daniel Pratt

Eleni Staraki

Cheryl Stephenson

Oya Topcuoglu

Theodore Trotman

**CEERES Associate Members** (Scholars from regional institutions or independent researchers, some of whom have taught content courses at UofC (Zanca; Khodarkovsky) and all of whom have participated in CEERES outreach endeavors).

Mariya A. Bobina (University of Iowa)  
Brian J. Boeck (DePaul University)  
Andy Bruno (Northern Illinois University)  
Irina Del Genio (Elgin Community College)  
Elisabeth Elliott (Northwestern University)  
Mikhail Grachev (University of Iowa)  
Dennis Grammenos (Northeastern Illinois University)  
Jessica Greenberg (Northwestern University)  
Edin Hajdarpasic (Loyola University Chicago)  
Yuson Jung (Independent Researcher, works on cultures and societies of the Balkans)  
Michael Khodarkovsky (Loyola University Chicago)  
Brian Langenberg (Independent scholar)  
Kelly Lynne Maynard (Independent scholar)  
Motoki Nomachi (Hokkaido University Graduate School of Letters)  
Madhaven Palat (Jawaharlal Nehru University)  
Elena Pavlova (Independent Scholar)  
Ronald Pope (Illinois State University)  
Tamara Sivertsevs (Independent Researcher, works on cultures and societies of the Caucasus)  
Matthew Spence (Lawyer, works on policy issues in Russia and the former Soviet Union)  
Elena Stephens (Goode Capital Investments LLC)  
Roshanna Sylvester (DePaul University)  
William B. Whisenhunt (College of DuPage)  
Russell Zanca (Northeastern Illinois University)

## Performance Measure Form: Mission-Aligned Goals and Project-Specific Measures

Goal 1: Increase the quality and quantity of instruction in CEERES LCTLs and priority languages at UoC.									
Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase the numbers of students reaching high levels of proficiency in CEERES languages.	A.1. Increase enrollments in summer and AY courses. A.2. Expand language course offerings in AY and summer through SLI and shared curricula. A.3. Develop Advanced Proficiency Certificate for graduate students.								
B) Increase the number of courses in intermediate or advanced language instruction and/or translation/reading during the Summer Language Institute.	B.1. Assess need/demand for target languages. B. 2. Align SLI offerings with demonstrated demand. Courses at SLI will complement what is offered at other summer language programs. B.3. Add translation/research courses for CEERES languages.								
C) Increase pedagogical training and materials for LCTL instructors, including new proficiency tests for LCTL students.	C.1. Collaborate with CLC on Language Pedagogy Certificate program. C.2. Train LCTL instructors in proficiency testing methods. C.3. Develop proficiency tests.								

**Goal 2: Increase and enhance the internationalization of curriculum at community colleges, MSIs, and K-12 schools.**

Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase number of existing and new courses with international content in City Colleges of Chicago system, including its 4 MSIs.	A1. Run internationalization workshops for CCC faculty and instructors. A.2. Constitute syllabus review committee to identify courses with internationalization potential. A.3. Conduct course design workshops for CCC faculty and instructors. A.4. Support foreign language instructors with performance based assessment training.								
B) Increase model curriculum units and courses for community college and four-year college level.	B.1. Conduct international studies workshops for regional community college and four-year college instructors. B.2. Share best practices for course design, syllabi, and modules. B.3. Build networks of faculty from CC/MSIs with international or foreign language interests.								
C) Increase the numbers of teachers trained at K-12 institutes by 5%.	C.1. Hold summer institutes for K-12 teachers. C.2. Develop specialized outreach workshops for IL Olympiada of Spoken Russian (with UIC). C.3. Collaborate with CPS OLCE to host teacher seminars and workshops on international topics.								



The University of Chicago CEERES NRC and FLAS Proposal, 2014-17  
Appendix 4: Performance Measure Forms

Goal 3: Increase access to internationally focused professional development/teacher training resources.								
Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets			
					BL	T1	T2	T3 T4
A) Expand certificate, preparatory, and professional programs with CEERES content.	A.1. Collaborate with CTL and Career Advancement to expand internationally focused seminars and workshops.							
	A.2. Support graduate student development of CEERES-focused courses. A.3. Work with CLC on new Language Pedagogy Certificate program. A.4. Work with UofC units to add CEERES content to existing certification programs.							
B) Build library and archive collections and cooperate in sharing materials.	B.1. Support library acquisitions. B.2. Support access to our collections through such programs as CEERES Associate affiliation. B.3. Increase UofC resources linked to from CEERES website to make them more easily accessible to our constituents.							